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ABSTRACT

These hearing transcripts present testimony concerning the reauthorization of the Elementary and Secondary Education Act (ESEA), which since 1965 has provided the bulk of federal aid to elementary and secondary schools and related programs. Much of the testimony was from Michigan school administrators, teachers, and educational specialists who voiced opinions about the efficacy of specific programs funded by the ESEA, particularly those programs that they would like to see expanded or improved. Testimony was heard from: (1) a district reading specialist; (2) an elementary school principal; (3) a Chapter 1 teacher; (4) a district staff development specialist; (5) a district intermediate school director of general education; (6) an assistant superintendent for curriculum; (7) a district bilingual/migrant program consultant; (8) a bilingual/migrant teacher; (9) a professor of education; (10) an elementary school teacher; and (11) a high school library technology coordinator. (MDM)

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HEARING ON H.R. 6, THE ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1993

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HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

ONE HUNDRED THIRD CONGRESS

FIRST SESSION

HEARING HELD IN OAKLAND, MICHIGAN, MAY 1, 1993

Serial No. 103–41

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HEARING ON H.R. 6, THE ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS OF 1993

SATURDAY, MAY 1, 1993

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Oakland, MI.

The subcommittee met, pursuant to notice, at 10:03 a.m., Oakland, Michigan, Hon. Dale E. Kildee, Chairman, presiding.

Members present: Representatives Kildee, Goodling, and Ford.

Staff present: Lynn Selmser; Susan Wilhelm; and Diane Stark.

Chairman KILDEE. The Subcommittee on Elementary, Secondary, and Vocational Education convenes this morning in Oakland County for its twelfth hearing on the reauthorization of the Elementary and Secondary Education Act. The Elementary and Secondary Education Act authorizes the majority of the Federal elementary and secondary education programs. Appropriations for this Act and related programs totalled nearly $10 billion, or about one-third of the total appropriations for the entire Department of Education in fiscal year 1993.

Now, to put that in perspective, Federal education aid is still only about 6 percent of the education dollar, with 94 percent coming from State and local sources, but we try to make sure too that 6 percent is meaningful and helpful to you. This reauthorization this year, 1993, is quite possibly the most important since the Act became law in 1965. I think Mr. Goodling and I both feel that we want to look ahead 28 years rather than back 28 years. You can get caught in a time warp, and 28 years ago, this was very, very avant garde legislation, and we want to make sure that it meets the needs of education today.

The fact that we have an administration and a Congress on both sides of the aisles strongly committed to education gives us a special opportunity to reexamine these programs and work together to insure their effectiveness. It's a special pleasure to be here in Michigan. I come back here virtually ever weekend but come back here now in my capacity not just as the Congressman from the 9th District, but as Chairman of the Elementary, Secondary, and Vocational Subcommittee. We want to see how we can respond to the needs of the whole child here in Michigan.

I tell people often that in real life I was a schoolteacher, and I've been on this 29-year sabbatical in government now, first in the

Michigan legislature, and then in the U.S. House of Representatives. I think it's very important that we conduct hearings outside Washington, DC to get the advice of people who deal with these programs and see the effects every day and really deliver the services and help prepare those who deliver the services. The longer I've been in Washington, the more I realize that the wisdom lies out here among you people. I look forward to hearing our witnesses today and working with you to improve the education of our children.

Before I call upon our witnesses, I would like to recognize my good friend and the Republican ranking member of the both Education and Labor full committee of this Elementary, Secondary and Vocational Subcommittee, Congressman Bill Goodling of Pennsylvania. Mr. Goodling is a living example that education is a bipartisan concern. He has shown that not only in the Congress of the United States, and has shown that very, very well, but he's been a teacher, he's been a principal, he's been a superintendent, and he's been a president of the school board. That really runs the gamut. Now he's the ranking Republican member of the full committee and the subcommittee. Mr. Goodling?

Mr. GOODLING. President of the PTA and guidance counselor, supervisor of student teachers for Penn State. That's why, when I came to the Congress of the United States, I thought I had something to offer to the Education and Labor Committee, only to realize at that time, they really didn't appreciate having too many educators on that committee. It was pretty much a labor committee to start with.

Well, I just want to say that education and educators and particularly children are very, very fortunate to have Chairman Kildee in the Congress of the United States, and we do work very closely together. Our philosophies are very similar on education issues, and we work very closely together, keeping in mind that it is the child that is our major concern. As the Chairman said, we look forward to reauthorizing because I think this is a totally different picture we're looking at now. When all of these programs first began, the whole emphasis was access and equal access, and it had to be at that particular time.

As I keep preaching over and over and over again, now we have to change, and we have to talk about quality because access, if it's just access really, doesn't do anyone any good, and certainly not disadvantaged. So, we're talking about, hopefully, in this reauthorization, access to excellence and access to quality. So, hopefully that will be our guiding theme as we go through this reauthorization. Someone said welcome to Detroit and the surrounding areas and Oakland, and we're glad that you came. When I was a high school principal and I said jump, the students, the teachers, all employees, the parents said, how high, and they'd better say how high. Well when the Chairman says jump, I'm so used to that philosophy that I just say, how high, and he said this time, I'm to jump to Oakland. So, here I am.

Chairman KILDEE. Thank you very, very much. He's told some presidents to jump, too. I'll tell you this story. Last year, the Higher Education Bill was dead, and it died three times, I think, and it was completely dead. I think all of us felt that there was no way

to resurrect that Higher Education Bill. You'll be interested in this, Dr. Splete. Bill Goodling went over to the White House in the Oval Office with President Bush and convinced him that his advisors were wrong. He surprised us all, including Bill Ford, the chairman of the full committee because we just felt there was no way that the President could be convinced, but Bill Goodling convinced him, and the President signed the bill, which is extremely important. So, Bill has a strong influence in the Congress, and I'm just happy to have him here with use today.

Our first panel this morning will consist of Mrs. Diane Cole, Reading Specialist of Learning Improvement Center, Waterford Schools, who I had the opportunity to visit; Dr. Larry Strong, K–12 Curriculum Instruction and Staff Development, Waterford Schools; Ms. Alicia Coppola, Principal, LaBaron Elementary School, Pontiac Schools; and Ms. Carol Brigham, Webster Elementary School, Chapter I Teacher, Pontiac Schools. If they would come forward. We can proceed, unless you've arranged differently among yourselves, in the order in which I called you. Ms. Cole?

STATEMENTS OF MRS. DIANE COLE, READING SPECIALIST, LEARNING IMPROVEMENT CENTER; DR. LARRY STRONG, 12-K CURRICULUM INSTRUCTION AND STAFF DEVELOPMENT; MS. ALICIA COPPOLA, PRINCIPAL, LABARON ELEMENTARY SCHOOL; AND MS. CAROL BRIGHAM, WEBSTER ELEMENTARY SCHOOL

Mrs. COLE. I assume you want me to address those items we would like to maintain within the program and those we would like to change, is that correct?

Chairman KILDEE. And pull that mike closer to you there. I guess it's supposed to stay there.

Mrs. COLE. I'll see if I can come closer. We would like to maintain the flexibility of including non-Chapter 1 students within our program on an incidental basis. We know that periodically, children come to our schools who are new to our school and our district. Sometimes children were not identified earlier who still need help and support from us, and we would like to be able to continue to give them that support on an incidental basis.

The second item we'd like to maintain is having the classroom teacher be the primary person responsible for the Chapter 1 student's progress and education, and that we continue to support and supplement what that classroom teacher is doing, and obviously that entails the coordination of effort between us as we've done in the past.

The third is to keep focus on parents as partners. We know how critical parents are to the education of the children. We find that that is an area we need to strengthen, but we want to focus on that and continue to improve that communication between home and school.

Number four, we would like the flexibility to continue to make a professional decision as to whether children should be in a pull-out or an inclusion program. As a teacher, I find that in some instances, inclusion works beautifully. In other cases, it does not to the best of the children. In other cases, pull-out, where it's a distraction-free environment, is much more successful. So, in making

that professional judgment, depending upon the child and the learning situation, is very important.

Some items we'd like to see changed. We would like to see the standardized testing of primary aged children eliminated. Each year at this time, all of us are feeling very frustrated in what we're doing to children by giving them standardized tests which, number one, they're set up to fail if they're coming to us because they are in need of extra help, and they are already low. We see them frustrated. Someone just termed it child abuse last weekend. I have to agree. It's very, very frustrating as a teacher to put a young child through that when we know that there are other forms of assessment and tell us whether or not they're making progress, and we can document it.

The second item is to increase the focus on services in the early grades. We know that children's disposition toward learning is set by the time they're 7 or 8 years of age. We know that their success in the early years predetermines their success later on in school. We would like to see an increased focus in grades 1 and 2 and maybe kindergarten so that we can intervene before they have major problems rather than remediate those problems after they're set.

Third, we'd like to eliminate or decrease—not eliminate. I know that's probably impossible—but decrease the amount of paperwork we're doing. We're spending not only hours or days but weeks on paperwork where I think our services could be better used to help those children we need to see.

Fourth, we are seeing a large number of students who are not average students but are below average youngsters. My caseload is twice that of a regular classroom teacher, and I'm servicing two buildings. I often feel unfocused. I'd like to see that decrease so that I could put a focus on those children who need it, and hopefully make more gains and make a bigger difference for those youngsters I do serve.

Chairman KILDEE. Thank you very much. Dr. Strong?

[The prepared statement of Mrs. Diane Cole follows:]

STATEMENT OF MRS. DIANE COLE, READING SPECIALIST, LEARNING IMPROVEMENT CENTER

Wish to maintain:

1. Flexibility to include non-Chapter 1 students on an incidental basis.
2. Classroom teacher as primary person responsible for students' learnings and Chapter 1 teacher supplements those classroom learnings
3. Focus on keeping parents as partners.
4. Flexibility of using pull-out or inclusion as instruction format.

Wish to change:

1. Standardized testing of primary-aged students to other forms of assessment.
2. To an increased focus on services in primary grades for early intervention rather than remediation.
3. Degree of mandated paperwork.
4. Required high numbers of students served.

Methods of operation which we wish to maintain are:

1. To allow the inclusion of non-Chapter 1 students on an incidental basis.

Periodically we discover a child who begins to experience new difficulties with learning which were not evident before, even though that child has remained in the same school. Sometimes a new student comes to us who may also be struggling academically. If there is room in the Chapter 1 program, such children should receive services even though pre-test scores may not be available. These children would still

constitute a very small percentage of the total number of children serviced. They should not be ignored.

2. Maintaining the classroom teacher as the individual primarily responsible for the Chapter 1 students' learning.

The classroom teacher sees these children daily and observes learning behaviors in all curriculum areas. We should not replace that breadth of knowledge but continue to support the classroom instruction. As our society becomes increasingly busy and our teachers pressed for time, coordination of efforts is often difficult. We need time built in to *both* the classroom and Chapter 1 teacher's schedules for peer consultation, planning and evaluation of the Chapter 1 students, on an ongoing basis. This should occur regardless of whether the Chapter 1 program operates on an inclusion or pull-out basis.

3. Keeping parents as partners.

No one knows a child's strengths, weaknesses, interests and fears better than a parent. As a program with the goal to improve student progress, we must always tap this valuable resource. The parents who are already interested and involved with their child's learning must have continual, specific feedback as to progress and how they may assist daily. Those who lack the interest and understanding need to be made to feel comfortable and welcome in the school setting. Training sessions should be offered to assist them in understanding how to work with their child at home. Other parents should be available to welcome and support their endeavors. If what we do at school does not carry over to the home, learning will be slower and retention hampered. We must look to improve and support our relationships with our Chapter 1 parents. They are invaluable allies.

4. The flexibility of using a format of inclusion or pull-out program.

Each year our students are different and so, too, their learning needs. Teachers also operate with individual styles of instruction. What works one week or year may not work the next. Having the choice of how each program will be formatted gives us options to best meet the needs of our students. In some cases, where teachers think and work on a compatible basis, inclusion is powerful. If they don't, inclusion is disastrous. Pull-outs, even though they remove children from the classroom, are in some cases more advantageous. Many children need a distraction-free environment in order to stay focused on instruction. For me, a combination of both works well. Having this flexibility allows me to make the best professional judgments about how my students learn. It also allows me to teach the Chapter 1 students strategies they may not receive in their classroom and facilitate their teaching these strategies to their classroom classmates.

Methods of operation which we wish to change are:

1. The required standardized testing of primary-aged children.

All of the latest research indicates that such testing is inappropriate. Pre-testing is the first introduction new students have to the Chapter 1 teacher and program. What an unfriendly way to say "Welcome!" We work all year with those students in the program and strive to improve their self-esteem and their self-concept as a reader or mathematician. Then we end the majority of the year requiring them to take a test which ranks students from most to least able and then we send the scores home. Often, the test does not test what we teach. Many Chapter 1 reading students are non-phonetic readers. They know and can identify individual letter sounds but are incapable of blending or synthesizing those sounds. With other strategies they are able to use context with a minimal amount of phonetics to successfully decode. With *real* reading material they are able to use what they have learned. When given a standardized reading test and asked to match vowel sounds in five isolated words, they cannot. Other forms of evaluation are available. Marie Clay's letter identification, concepts about print, dictation test, spelling test and running record analyses are much more consistent with the real learnings of primary-aged children. They are measurable and clearly indicate specific progress when given throughout the year. Criteria for growth can be set for each grade level, kindergarten through second. As a teacher, I barely survive the month-long testing because of what I see it doing to the children I so deeply care about. They become frustrated, often to the point of tears. They show other signs of anxiety and sometimes hostility. Please reconsider this wretched tradition.

2. To focus instruction on primary-aged students.

Research indicates that a predisposition toward learning is set by the time a child reaches the age of seven or eight. It also tells us that these years then indicate success or failure in future schooling. To center Chapter 1 instruction in kindergarten, first and second grade would allow us to prevent problems in reading and math

rather than try to remediate them in later years. "Preventative medicine" has always been a healthier choice.

3. To reduce the amount of required paperwork.

Our aide time has been cut to the bare bones. In my case, I have one aide four hours per week in one building. She services seven buildings per week. In the fall and spring, documentation to follow the Chapter 1 guidelines takes not hours but days and weeks. Most forms must be completed by hand and require duplication. During spring testing, tests must be "bubbled" for every present or newly referred Chapter 1 student. These are requirements that must be met but which remove us from our instructional role. In this age of technology, we need to find more efficient means of providing documentation without infringing upon the time we could be spending with students.

4. A reduction in the high numbers of students served.

All children who need academic assistance deserve to receive it. However, in order to make a significant difference, we need more than a thin layer of instruction time with students and conference time with parents. My scheduled Chapter 1 instruction time with students is 3½ days per week. I service 62 first through fifth grade reading and math students and coordinate with 16 teachers in two buildings. Instruction time is segmented and coordination time with teachers inconsistent. Yet, I am told that enough students are not being served. I want to be able to know my students as individuals, to instruct and then go back into their classroom for follow-up on a daily basis. I need time to conference with all parents on *at least* a monthly basis. If individual tutoring is needed, I want to provide it. Yet, this is not possible without more of a focus. I know that funding is precious, but I believe that our gains would be swifter and more significant if we were allowed to service a fewer number of students per teacher in each school.

Mr. STRONG. It's my understanding that I was asked to address ESEA Chapter 2 and also the Eisenhower. Is that right?

Chairman KILDEE. Yes.

Mr. STRONG. Let me first speak to Chapter 2. Since the consolidation of several titles into the Chapter 2 block grant, I see several benefits. The block grant identifies seven broad categories and local school districts and identifying and knowing the needs of their students. It had lots of flexibility in terms of the seven broad categories, in terms of designating priority programs and serve particularly youngsters in those areas. Therefore, the program has flexibility, that it address the specific needs identified by school districts.

The program, in terms of the application and also the evaluation, of course requires regulations and monitoring and to some degree, paperwork, but it is certainly not at all burdensome. The evaluation forms follow very closely the application form in asking you to document what, in fact, you said you were going to do, and that can be done fairly readily, and I think it's very, very appropriate. Particularly our school district funds have enabled us to address several areas of professional development. We have spent the funds in the last several years directed toward the development of technology and understanding the use of that and the application of that in the classroom with Chapter 2 funds.

The one negative for us in the Waterford school district is that we've had a decreased in our funding from a high in 1982 of $77,650 to the 1993 allocation of $31,970. This reduction of 59 percent may be due to a restructuring of the accounts through the State rather than at the Federal level, but I did want to take this opportunity to mention that I think that may be looked at in terms of how States decide to allocate those funds to local school districts.

Chairman KILDEE. I'm glad you mentioned that. It's helpful to us, and we will check out and see why that happened down in your school district.

Mr. STRONG. Again, let me reiterate that I would support totally Chapter 2 block grants. The seven target areas are broad enough to allow for flexibility in determining local needs, and I totally would support in any way the continuation of Chapter 2 funding in a block grant fund.

Chairman KILDEE. Thank you very much, Dr. Strong. Okay, and the Eisenhower——

Mr. STRONG. Yes. Since the initiation of the Dwight D. Eisenhower Mathematics and Science Education Act, the Waterford School district has been a beneficiary, and in this case, our funding has increased from $3,900 in 1986 to $32,900 in 1993. So, we're fortunate in that. All of the moneys have gone to help the assistance of developing professional expertise in the areas of science and mathematics. With the elementary teachers, we focused on the new directions in mathematics, meeting the national standards developed by the National Council of Teachers in Mathematics, and we've been working specifically with our science teachers in the new directions at the secondary level and also with secondary teachers in mathematics.

All of the funds have gone to professional development activities, and we've been able to reach a large number of our staff through this grant that we would not normally be able to do with local or even State funding. So, again, we're very supportive of this. It's targeted to those two specific areas, but again, you have the flexibility.

The only negative associated with this program is the documentation and evaluation. There does seem to be a somewhat undue burden in terms of tabulation and data relative to the number of participants. We have some questions locally about how this information might be used, either at the State or Federal level and how that effects any kind of determination about the effectiveness of the program or maybe even future funding.

Chairman KILDEE. I'd like to work with you on that. Very often, Congress will ask for information at the beginning of a program. Later, they're still asking for it, and very often, the need no longer exists, so we'll look into that too as we do the reauthorization. I may point out that I was just yesterday up in Mr. Goodling's district. He represents Gettysburg and the Eisenhower Farm is right next to Gettysburg Battlefield—did your father represent the President when he was there?

Mr. GOODLING. Ike, and I represented Mamie a long time.

Chairman KILDEE. Very good. Ms. Coppola, principal of LaBaron Elementary School.

[The prepared statement of Dr. Larry Strong follows:]

STATEMENT OF DR. LARRY STRONG, WATERFORD SCHOOL DISTRICT

The Waterford School District positively supports the basic premise of Chapter 2 funding; that the local school district knows the needs of students and therefore, is in the best position to decide which services are needed. The emphasis on local control within the seven authorized targeted assistance areas still provides the flexibility needed to make the programs work effectively at the local level.

The provisions for planning, development, operation and the expansion of programs within the broad targeted areas have allowed the Waterford School District to develop long-term plans, yet be adaptable to changing conditions both internally

and externally. Since the consolidation of several separate Federal programs into Chapter 2, the Waterford School District has allocated resources for a wide variety of identified needs. The primary emphasis has been on professional development to enhance the knowledge and skills of educational personnel. Unfortunately, the Waterford School District has seen the Chapter 2 allocation reduced from an appropriation in 1982 of $77,650 to the 1993 allocation of $31,970. A 59 percent reduction in our allocation has obviously required us to limit the types of needed services intended through ESEA Chapter 2. Chapter 2 funding does, however, still give us some additional resources to target toward professional growth experience.

All Federal programs require local districts to comply with Federal guidelines, regulations, and requirements. The guidelines, requirements, and regulations associated with Chapter 2 are realistic and not unnecessarily burdensome. The evaluation of program activities and final expenditure reports are directly related to the information given by local districts in the application.

The Chapter 2 program has allowed the Waterford School District to identify targeted areas and provide the necessary training and growth to address identified local needs.

The purpose of the Eisenhower Mathematics and Science Education Act is "to improve the skills of teachers and the quality of instruction in mathematics and science." The Waterford School District has used the funds provided from this formula grant program to integrate higher order analytical and problem-solving skills into the mathematics and science curriculum and to undertake projects to improve the teaching and instructional materials used in mathematics and science classrooms.

This has been accomplished by providing staff development programs and opportunities for elementary teachers and mathematics and science teachers at the secondary level. Programs have been conducted by our local staff as well as by using some external consultant services. In addition, classroom teachers have been able to gain information about and learn how to apply instructional practices that address the National Standards developed by the National Council of Teachers of Mathematics. The grant funds have also been used to help staff in the integration of science technology and mathematics as well as provide opportunities for professional growth in the specific area of science.

The Eisenhower grant requires that local districts develop a three-year plan for the expenditure of funds. Plans address specific needs identified for staff and students and require activities and strategies for addressing those needs. These plans specify the outcomes, objectives, targeted groups, resources needed, and the evaluation and time line required for implementation.

Requirements for the grant application, evaluation, and fiscal reporting are consistent with other Federal requirements. The collection and tabulation of data in the evaluation form is comprehensive and does require a large amount of time. There is always the question of who reads this information and how is it used at the State or Federal level relative to measuring the success of program, audience served, and feedback in making further improvements or changes in the grant requirements.

The Eisenhower grant funds received in Waterford have increased from $3,900 in 1986 to $32,900 in 1993. These funds have greatly assisted the Waterford School District in the alignment of instructional practices consistent with best knowledge and the district's locally developed outcomes for all students.

Ms. COPPOLA. Thank you. What I would like to do is share with you a little bit of a flavor of what goes on in a full building when those of us in a school district are responding to a request from our superintendent for the need to restructure the way we are teaching children and how they learn, and a little bit about what it takes, and then share with you some of the things that we have found in this process which, as you know, is just continuous, and the kinds of help that we need, specifically as it pertains to Chapter 1.

We've been struggling for quite some time with this, and as you know, for the call to reform nationwide. In response to our superintendent, we at the school level began to look at the kinds of things we were doing and changing the way that we were teaching, particularly the younger children, the primary children. Two-and-a-half years ago, we were privileged to be invited by Oakland Uni-

versity to participate in their New Zealand beginning school mathematics program.

This involvement, whilst there has been some staff development afforded through Oakland University in their grant, has meant a great deal of time that has been put forth by this staff. We have worked on Saturdays during summer vacations and our only time to prepare materials for these projects. I zero in on this project because for us, it has meant the key to restructuring the way we've been doing things. It has meant the key to getting away from the basic skills movement and how we've been entrenched with paper, pencil, and addressing the developmental needs of all the children.

This program has built in cooperative learning. This program provides for an incredible amount of social interaction, much language development, meaningful language, and I wanted to share that with you because we are terribly excited about what's happening. What's happened as a result of this, and this is our second year in this project, is that first of all, we are a total team. The K-2's regular education staff, as well as the Chapter 1, as well as the special education, an integral part of all of this, and interestingly enough, the enthusiasm and the excitement in this context has spilled over to the upper grades. So, therefore, we see fifth and fourth grade teachers coming to talk to the lower grades, becoming excited, and beginning to implement some of these ideas and getting away from the traditional rows of desks and being talked at, and here's a piece of paper under your nose, which you know there's so much research out there that's telling us that we must get away from it.

In this process, as I said, what we have seen is that we need a tremendous amount of support. In answer to the call from our Federal Government, from our State government and locally, when we're asked to restructure, we need help. We need a tremendous amount of help in the realm of staff development because, as you well know, in this process which is a slow and arduous process, change is very difficult for many individuals, and it's sometimes extremely painful, and it takes an incredible amount of teamwork, dialoguing, and a lot of time to do this.

We need that help that's required because obviously, what we're talking about is massive curriculum revision, and we need that help in that area. We need help in designing programs to provide the support that many of our elementary children must have in order to be successful. We have to change the way we group children for instruction, and glaring example is what we are confined to in terms of the Chapter 1 guidelines. These guidelines must become more flexible and must be more relaxed because we must view the children in context rather than "in a special program." We must be allowed to serve and meet the needs of all the children, and I will say to you that this is possible if we truly implement our program based on the model of this New Zealand mathematics program. Yes, we will be meeting the needs not only of those children at risk but across the range, including gifted and talented.

In meeting the needs of some of the children that we're seeing and, unfortunately and it hurts us, every day it's happening more and more, who are ravaged by abuse and neglect, addiction, and physical and intense emotional problems of these poor children.

These things have been conferred upon them by the destructive family situations they live in. We don't have the training. We don't have the resources to serve these children and their families. I'm asking for you to consider in the realm of Chapter 1, consideration for social workers who can help us in terms of identifying and coordinating the local services which are provided by community services agencies to build that bridge between a home and the school and help us help the families as well as the children. I know that this is pie in the sky, but if it's at all possible, we really need access and services from a child psychiatrist.

We also need continued and more intensive help in the realm of parent training, and when I say parent training, I'm not only talking about parenting skills. Yes, that is an area that must be addressed. We're seeing that more and more. We're seeing babies having babies. I'm seeing, as a principal now, I feel ancient because I'm seeing these young mothers, and it's a little bit unnerving. By the way, Mr. Goodling, there are times that I wish that principals today could say jump and someone would say how high. It doesn't happen. It just doesn't happen.

Mr. GOODLING. So does my wife. She's a teacher.

Ms. COPPOLA. She's a teacher. In any case, I would like consideration to be given to another dimension perhaps, and that is to give teachers an opportunity to work with the children no—and the parents, perhaps in combination. Right now we have some of our teachers who have voluntarily on their own time volunteered to tutor children after school. These are—I'm talking about regular education teachers. Wouldn't it be wonderful if teachers were provided with relief time so that sometime during the instructional day they could set up a program whereby there would be this tutoring of the child but the parent would be present, for the purpose of initiating, teaching the parent the reading strategies that they need to be familiar with in order that they may help their child at home because we keep saying they need to be reading at home and so forth. Unfortunately, many parents are not prepared.

I will share with you one example. We take a lot of things for granted. We had a parent who had volunteered to come and help the teacher in the classroom, and the teacher, without—well, we don't think, automatically asked if she would sit and read a book to a group of children. This placed that parent in a very difficult situation because the parent couldn't read. So, that's something that we need to be mindful of and sensitive.

We encourage the efforts of those who are advocating the abolition of standardized tests in order to identify and measure the progress of identified Chapter 1 children. We need help, however, in terms of staff development and searching for other ways to evaluate pupil progress, as well as to evaluate program effectiveness as well, and as I say, we are all accountable, and we are prepared to be accountable, but we have to find other ways. We are traumatizing the very children who need the help. We are traumatizing them by putting them before this California Achievement Test in our district. It's very, very sad. All the research in developmentally appropriate practices and teaching and learning speaks against that, and it hurts us greatly to watch what's happening with these children.

All of our children deserve quality and equitable education, and we feel this very strongly. We must overcome the at risk conditions which inhibit development learning and educational opportunities to succeed in the modern world. Economically troubled cities such as Pontiac desperately need your help, as you know. We cannot continue to have this disparity between our surrounding affluent districts and urban areas such as Pontiac. We've got to come to some closure to that that we are comfortable with, but all of the children deserve similar opportunities. So, in that sense, I say to you we desperately need your help, and we in the schools welcome your support.

Chairman KILDEE. Thank you very much for your testimony. Ms. Brigham?

Ms. BRIGHAM. Yes. I didn't know that Ms. Coppola was going to be the representative for Pontiac, but what I have to say just follows what she started, and I would like to first say I would support many of the comments, most of the comments made by my Chapter 1 colleague in Waterford, even though we have not met, and I will now go about reiterating those, but I certainly support many of the things that she indicated, that the focus should be at the early levels.

The key problem as I see it in Pontiac is the problem of the discrepancy between urban and suburban, and I prepared a handout which I think you have a copy of, and I really don't care to go through it item by item.

Chairman KILDEE. Your handout will be made part of the permanent record.

Ms. BRIGHAM. I think it really does specifically point out, you get what you pay for. Pontiac students are funded at the rate of a little over $4,000 per student. Our neighboring districts range from $6,000 to as high as $11,000 or $12,000 per student. What happens when you have that level of funding? Our class sizes are 34, 35. I even have a class in my building with 36 students, fifth graders. There are so many students and so many chairs in that room that you cannot move to get to the students. I mean, that is a tremendous problem.

We're dealing with parent involvement in our community is low. The suburban parent involvement is high. Our building principals spend their time in conflict resolution. The neighborhood problems related to drug traffic and all of the other urban problems spill over into the school, so instead of the principal having time to focus on curriculum and the needs of our students, they're doing conflict resolution.

Another, outside activities are limited to our Pontiac students. When I started in Pontiac in 1963, we had a wide program. The kids all went swimming. They had all kinds of supporting services. Now, those things, many of them are gone. In suburban communities, their parents take the kids to soccer, private lessons, just an abundance of things that aren't even funded by the school district. So, the limitations, the discrepancies between urban and suburban, are greater than even the dollars and cents. Our children in Pontiac get 25 minutes of library service from a librarian once every 2 weeks. We have one librarian for four elementary schools. The

suburban community in which I work, my child gets library every—there's a full time media specialist in that building.

We talk about physical education, these kids need everything they can get. Where I work, they get 25 minutes a week. Suburbia gets a half-hour twice a week. Music, 25 minutes a week; suburbia, a couple of half-hours a week. We're talking about the children in our country with the greatest needs getting the lowest amount of services, and they're represented by parents who do not know how to complain, how to come out and lobby. They do not have the finances to lobby for the services that they so greatly deserve.

My kids are capable. My Chapter 1 kids are very capable. They can learn anything the kids in the suburbs can learn, given the opportunity. I'm presenting working, and I've been for the last 6 years, taking a lot of liberties with Chapter 1, and fortunately, I have been supported by this, not only by the State Department but by my local Chapter 1. I've been told to do different things, do things, do business in a different way. So, I was trained by Dr. Stan Pagro out of the University of Arizona in the higher order thinking skills program. I worked with kids in this program for about the last 7 years, and I've seen great results, but the problem is the need is so great. To reach the number of students that I need to reach, I'm one person in a population of 560 kids, and I'm trying to meet the needs of a number of kids, and it's just—it's incredible.

Our district was blessed in that we passed a massive bond issue which provided a large amount of money for technology. I served as chairperson on a district committee where we researched for an entire year on how to spend this money, but of course, the bottom money did not provide anything for training. We can buy hardware and we can buy software. We have no provision for training. Now we have this wonderful technology, and we're having to go out and write grants and do everything under the sun to try to bring in a few dollars for training.

Reading, the definition of reading has been changed. We're going to more reading for meaning. Our definition of math has changed. We're making all of our standards different, but where are the teachers getting trained? We have two in services in math. We have two in services in reading. Now we're going to expect those teachers to go out and perform? They can't do it. I mean, we need massive, massive retraining, and currently, getting back to the technology issue, I was fortunate enough to get a grant to do the National Geographic Kids Network, and I have a class of 35 that are now studying Too Much Trash with 15 other schools in North America, and we're communicating via a modem. The first thing my teachers said when we received the initial letter from all of those schools, do you realize that we have more kids in our class than any other school in this entire network? The average was like 24 to 25 students per classroom, and these were from California to New York to Florida to even some in Canada.

So, I networked with the teacher and said okay, we're going to do this. How can we divide and conquer? So, through cooperative effort, the teachers have their students doing projects in teams. They're getting into the network in teams. This is a way Chapter 1 can facilitate so all children get the advantage of using the technology. In other words, half of the kids are in doing

telecommunicating. The other half are out doing hands-on projects in a cooperative manner.

I live in the Troy school district, and last evening, I was at a neighborhood event, and a lot of people in our neighborhood are in major corporations, and I was discussing some of our problems with a corporate manager from IBM. He said it's unfortunate. We have all of these highly skilled, highly trained management people in industry right now who are being laid off. He said, they have the skills, the management skills, to do the kinds of things that you need to have done right now. He said if somehow we could take some of these displaced, highly trained, energetic people and get them into the school setting and help them with some of the retraining, remanagement-type focuses that we need, we could really make a difference.

The comment was made that we're now getting students who are suffering from fetal alcohol syndrome, from drugs, crack babies. I'm seeing the first crop, and that's another whole area that I haven't the foggiest idea how to deal with. These kids respond in a different way than kids I have ever worked with, and I have been in Pontiac more years than I'd like to remember, and I have assessed the needs of kids over the years. We're dealing with children that come into kindergarten that do not know the alphabet. We used all the means that we know of working with just the beginning letters and beginning sounds. We do one on one, one on small groups, all kinds of things. We get to the end, and they still do not know their alphabet. They don't relate with other children in the same way. I mean, we're dealing with another whole area that is going to become more critical as we go along.

So, the needs are massive, and anything that we can—any assistance that we can get to retrain—number one, we need massive retraining of our staff, and we need more dollars in the urban settings, more focused dollars, focused dollars that are going to be focused on the needs of kids, focused on programs that relate directly to an individual school to individual students. We don't want the money to come in and get lost in bureaucracies and not reach where it's meant to reach. If it's training, then it needs to be training at a building level so that that training reaches students, not training at an administrative level that never seems to reach down to the level where students receive services.

Chairman KILDEE. Thank you very much. You've both enlightened my mind and strengthened my will to do more things here. The whole panel has been excellent today. You've summed up very well some of the problems. One thing that comes to mind is, as you deal with these alcohol syndrome children in Chapter 1 programs, do they require so much time that you have less time then with the other children who qualify for Chapter 1?

Ms. BRIGHAM. That's correct. It becomes really a balancing act, you know. You don't know. There are some that say, well, let's just only save a very few. Well, I say which few do you save? I mean, I'm looking at four sections of kindergarten coming into first grade next year, and we've already identified 27 children with high needs. Which six of those do I pick if I'm only going to pick six? This doesn't make sense. Or do you go to try and provide support to the classroom teacher so that the classroom teacher has more

time? Now, I have done some of that this year where I have what I call a pull in program instead of a pull out, and I pull the classroom teacher and students into my center and again, we divide and conquer. I have 16 computers in my area. I have half of the class working with the classroom teacher on an activity. I'm working with the other half, and it makes writing possible because you can really interact with kids on writing activities when you have 16. You can give a lot of direction, but when there are 34, it makes it very difficult to give any one on one help at all.

[The prepared statement of Ms. Carol Brigham follows:]

Needed Changes

Staff Development - New Curriculum in Reading - Language Arts
Math
Science
Social Studies

One or two limited sessions doesn't work. - Massive retraining Needed

Change the way we look at the entire process of education.

Teachers are working in isolation. Not enough time under current structure for teachers to network and work cooperatively.

Because of cutbacks the average age of teachers is getting higher. Non influx of new teachers each year.

Restructuring often becomes - how can we do better what we are already doing rather than looking at drastically changing what we are already doing.

"Sage on the stage to guide at the side."
Encouragement of Higher Order Thinking Skills

Massive drill and practice mode traded for problem solving mode that extends across disciplines.

—Cooperative learning -
—New means of assessment- Portfolio
Training in the use of technology - Computers, CD Rom Laser Disks, Modems etc. These new technologies will reach students in a way that we were never able to reach students in the past.

Balance between pull out programs and push in programs. What does this Mean? Cooperative -site based- decision making. Teachers and administrators need training to do this effectively. Look to business for management ideas which may apply. Utilize expertise of the highly trained management people that are currently being laid off from major corporations.
Notes- Carol Brigham. Chapter I Teacher, Pontiac

Comparison of an Urban Setting with a Suburban Setting

Urban	Suburban
Amount Spent Per Pupil	
Pontiac -$4,000	$6,200+ Troy $8,000+ Southfield $8,000 + Bloomfield Hills
Class size 30 +	20 +
Parent evolvement - low	high - supportive
Building Administrators Time Conflict resolution	curriculum development
Problems from community spill over into the school.	teacher and staff evaluation
Outside of School activities limited	numerous - sports private lessons
Limited Services Buildings cleaned every other day	adequate services Buildings cleaned well daily
Library support staff Media specialist shared by four buildings 1 day a week service	Media specialist in each bldg. 5 days a week service
Physical Education 25 min. a week	two 30 min. periods a week
Music 25 min. a week	two 30 min. periods a week full band and orchestra program grade 5
Home Environment	
Unsettled often due to neighborhood conflicts	Stable - More 2 parent homes

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Chairman KILDEE. Very good. Thank you very much. I'll start with a few questions here. Diane, your written material talks about the need to eliminate the use of standardized tests in Chapter 1. What type of assessments do you think should be encouraged in the Chapter 1 programs?

Mrs. COLE. I particularly—I hope this mike is working. Is this working at all?

Chairman KILDEE. I'm not sure that one is.

Mrs. COLE. Is this one working better?

Chairman KILDEE. Yes.

Mrs. COLE. The emphasis for me is primary, first and second grade, and we are using, besides the standardized test, we are using some of the New Zealand materials. We are giving them the letter identification test, which includes the letter, name and sound. Concepts of print, which tells us whether or not they have an understanding of how books work, which direction to go, and what the pictures are for and so forth. A dictation test, which tells us how much they can write, how many words they know how to write and spell correctly. Another spelling, which is a dictated sentence which they record as much of as possible, as well as running records which for me has been the most wonderful thing I've ever used with children in diagnosing their problems and helping remediate those. The running record is a summary of what the child says and does when reading. It allows us to analyze their errors and allows us to know their accuracy rate, their self-correction rate, and that's done with whatever they're reading in their classrooms. It tells us whether or not they are actually achieving in their classroom at the level we would like to see them.

When these are done on a periodic basis starting in the fall and concluding in the spring, you have very, very good evidence whether or not that child has made progress, and the type of progress we want to see them make. The total reading is what we're really interested in when it comes to reading. It's not words and isolation trying to identify isolated vowel sounds. That isn't how we read in the real world, and that is what standardized tests ask the children to do. Many of the children I see are non-phonetic readers. They cannot sound out a word. They can tell you each individual sound, but to blend those sounds together into a word is almost impossible for them. I provide them with other strategies so that they can read and comprehend without having to blend all those letters together in the word. An isolated word test does not allow them to do that. It does not test what I've taught them.

I think standardized tests have a place in the upper grades because we do need to know how children are doing from one place to another. It's just at the lower grades that we have real difficulty with that.

Chairman KILDEE. Thank you very much. I'll address this question to Larry Strong, and then others may want to join in. Could you describe some of the characteristics of an effective professional development program? That's the thing that we're trying to encourage. What are some of the things that would make a professional development program effective?

Mr. STRONG. Well, first it should be grounded in solid research and best knowledge about what we know in terms of practice. It

also ought to be based on what we know about how adults learn, and it ought to incorporate the long-term sustained approach. So often, initial good efforts are made with staff. Much of the training is subsequently lost because the follow-up support is not available on a continuing basis. There are not opportunities for peers to talk to each other about the implementation of practice and share new knowledge on how it's working. A good understanding of how change occurs when an individual takes something and is going to implement it in a different kind of setting, all of the variables that can and will go wrong or against such practice, need to be addressed, and people need that opportunity to work through some low spots, if you will, as they begin to implement a change in practice based on best knowledge. So, those are some attributes.

I also believe that there needs to be more opportunities for teachers to get together and share the very productive things that they are doing in the classroom, and there simply are not enough opportunities for peers to be with other peers to, in fact, talk about the good things that are going on in classrooms and how they might share with each other.

Chairman KILDEE. Anyone else have any comment on that?

Mrs. COLE. Yes, I'd like to address that. A portion of my job responsibilities, other than Chapter 1, is called basic skills, and I feel very fortunate as I just listened to my colleague. Waterford does an outstanding job in providing in service for their teachers. I think that probably the greatest strength of the Chapter 1 program comes from the fact that the teachers are so highly in-serviced and so aware of new research, new techniques on how children learn. We are expected to be updated. We are provided that opportunity. We are provided written materials weekly, and maybe one of the things that puts us on overload is keeping up with it all, but it's worth the effort. Not only are we expected to be provided with it and to use it, but we are also expected to model that of a teacher, including those classroom teachers from which our Chapter 1 children come.

So, I would say if Pontiac does not have that, I can see that would be a very, very difficult problem because it is very, very necessary, and I think Waterford has done an excellent job with their teacher in-service.

Ms. COPPOLA. I would like to see more emphasis in the beginning right now in the concept of the professional development school where you have collaboration with the school and the local institutions of higher learning. This would serve us—I mean, my vision of that kind of thing would be that it would provide that knowledge base that our academics hold in their ivory towers to those of us in the trenches, but also, we have something to offer, and we have something to teach them, which I believe is truly valuable in their training of young people and training of future teachers. I would like to see a lot of that.

I would like to see an exchange whereby university individuals will be working alongside us in collaboration and in study groups and truly in a learning community-type environment in our school, and vice versa. I would like to see opportunities for a classroom teacher to maybe teach part of a professor's course in teaching some of these young upcoming teachers in the colleges. So, I'm

making a plea that we need to push more for that type of teaming and collaboration. We have to get away from this pecking order business, you know. If you teach in the high school, you're better than the person who teaches in the elementary. I think you will recall that in your days, there was this pecking order, and of course that exists too in terms of the university realm.

Chairman KILDEE. I noticed in the audience one of our witnesses for a later panel, Dr. Splete, was nodding in assent. He's with the Department of Education at Oakland University.

Ms. COPPOLA. Well, we have two now. In Pontiac, they just started. One is at Longfellow School. They started 2 years ago. They're in the process, and this year, the high school, one of our high schools, Central High School, has been identified as a professional development school. But hey, I'd like to be one, too. I think that all of us should be. That's my point. I think we all should be.

Ms. BRIGHAM. And that's the point that I made earlier. The needs are so massive. We have 15 elementary buildings. We need that program in 15 elementary schools.

Ms. COPPOLA. Yes, we do.

Ms. BRIGHAM. And again, we get into the dollars and cents issue. When you have more money, we can accomplish more.

Chairman KILDEE. I'm anxious for Dr. Splete to testify, too. My idea in professional development working with the universities, teacher training institutions, is that one could learn from the other, and they come into the school and see the real world and take what they see there back for the initial development of teachers, plus they can bring in ideas for staff development.

Ms. COPPOLA. Exactly.

Ms. BRIGHAM. I think this needs to happen. I've heard two high school teachers in the last two days say they will never take another university student teacher because the candidates they're getting now are less qualified than in the past, and I really hate to hear that. I don't know why. I'm hoping——

Mr. STRONG. I'd like to comment on that since I place the student teachers. I would, in fact, say that the caliber of students that we receive out of the universities is outstanding.

Ms. BRIGHAM. That's wonderful. I'm hoping that's true.

Mr. STRONG. We've been very, very pleased, and I think that overall, most of the universities are doing a very good job in the initial preparation of teachers. They have to do a lot of local level ones, but that's the same way with any kind of business or industry. There's much that takes place after a person is out.

Ms. BRIGHAM. And maybe screening needs to go—there needs to be more screening as to which candidates actually make it out to the field. I know this occurred a while back. A number of years ago, from Michigan State, by actually interviewing. You interviewed for student teaching.

Ms. COPPOLA. Well, I also think though, that part of the problem is that there are stereotypes, and Pontiac has been stereotyped. So, some of the student teachers will come in with certain preconceived notions of what it should be as opposed to some of our suburban areas. For some of our young people, it's a shock, and I don't know how else to describe this. I mean, they need more awareness in

terms of what it is to teach and work in an urban area such as the Pontiacs.

Ms. BRIGHAM. And we're going to need that. A lot of us are going to be gone very shortly.

Ms. COPPOLA. A lot of us are going to be gone, and we're going to need some young, energetic, enthusiastic young people who are committed and dedicated and willing to put in the amount of time, and not just pay time, a lot of voluntary time, in service to our community. My daughter currently is studying at the University of Texas, and I'm intrigued because she chose to go into education. I did not say a word, and she is undergoing right now the initial stages where they're doing field placements, testing the waters, placing them in various schools in the Austin area. I like that idea. That is even before they reach at the end the student teaching. So, she is getting a flavor for really what it's all about.

So, I say I encourage that, particularly placements in urban areas. Let these young people have a taste, a flavor, for what it's all about, and those who are willing to make that commitment should be nurtured and encouraged and given the background and the tools so that they will be successful because we're going to need these teachers in our urban areas across the country.

Chairman KILDEE. I have so many more questions, but to Mr. Goodling. We have a 5-minute rule in Washington, so I'll try to stick to that. I really find some common themes here, and I find some disagreement. It is very important for us to see different points of view. That's extremely important rather than to just get a monolithic view. I appreciate that very much also. Now, Mr. Goodling, it's your turn.

Mr. GOODLING. Okay. Just a couple of quick observations and one or two questions, starting with Mrs. Cole, and all of you, as a matter of fact. I sit up here—if you see me smiling at times, it's because, for instance, the word flexibility was used 11 times this morning.

Chairman KILDEE. Who's Mr. Flexibility anyway?

Mr. GOODLING. That's all we hear every place we go. That's all we hear from everybody who comes to testify, but boy, you try to move it through the committee. Our problems goes back to what I initially said. The whole emphasis was access, and we weren't really paying much attention about outcome excellence or anything else, and now we've developed a constituency out there who says, it's our money. Make sure we get our money. If you try anything that has the word flexibility in it, somehow or other, it won't go where it was supposed to go. I say all we have to do is say this is what we expect as the end result. Now, you go out and find a way to do it.

Your answer to Chapter 2, part of it is the fact that yes, unfortunately, it's been cut back. President Clinton has suggested eliminating it altogether. I happen to believe that if you emphasize Chapter 2 and put more money into Chapter 2, most of the things that all of you have talked about you could be doing out of Chapter 2 money, and doing very well. I hope that the Appropriations Committee won't, first of all, my committee and then the Appropriations Committee but we've gotten so hooked up in the idea that, you know, we have to tell you exactly what you have to do or other-

wise, you're not going to use the money right, and you aren't going to use it for the right folk. I think if we can improve the education of all children, we will improve the education of the greatest of those and the least of those, and I hope that we'll be thinking more about that as we go on.

Parents as partners, of course I was smiling, and let's see, a couple of other people have talked about parenting, because the failure in Head Start, as we began Head Start, it seems to me, there were two major failures. One, we talked about parents as partners, but we didn't talk about teaching parents parenting, and we didn't talk about improving the literacy skills of those parents. So, no matter what you did in Head Start, there was nobody to reinforce it when they went home.

The second problem was when we started it out, it was a no-no as far as any cooperation with local school districts, and so we've continued to make the same awards to the same grantees forever. It doesn't matter whether they have quality or whether they don't have quality because now again, that's become an employment program for many of those.

I agree, of course, with you in relationship to standardized testing of primary students. One of the concerns that I expressed and the Chairman also, as we both served on the goals panel, my concern was that when we talk about national standards and national assessment, we have to be very, very careful or you're going to get more, not less, testing programs in the early childhood development there. Hopefully, they will be better than they were.

I had one question mark at the bottom of your testimony. Required high numbers of students served. I didn't quite understand when you said required.

Mrs. COLE. I think this varies from district to district, depending upon the application. This is not clear to me exactly, but as an example, my responsibilities are 3½ days a week, and in those 3½ days, I service two schools and approximately 62 students in reading and math. That is a lot of students who have high needs, and to be truly effective, if those numbers were reduced, there could a much better improvement rate.

Mr. GOODLING. I was concerned because yesterday, we had several very rural districts testifying, and one of their concerns is they keep hearing this concentrate the effort, concentrate the effort, and they're very fearful that that means that because they don't have as many as some other areas might, in Chapter 1, that they get no money, and of course I always say there's nothing poorer than a rural poor because they don't have any services that they can go to.

Moving on very quickly, as the Chairman said, the Dwight D. Eisenhower Mathematics and Science Education Act is very near and dear to me for many reasons. My involvement with Mamie, of course—I'll tell one quick story. When the new members would come in, they were always out to get any services that were going to former presidents and their families, and of course, every time Mamie would hear this, the Secret Service was no longer a protection for her, you know. I mean, they were a help. She used to always call and say, Bill, Bess and I, because she would always refer to Bess Truman, are very concerned about what's going on down

there, and I'd say, Mamie, don't worry about it. Nothing's going to happen. You're not going to lose them.

Again, I think Chapter 2, as far as school reform could do, Chapter 2 in many areas is where the money is coming from in a lot of the school reform programs, and if we could provide you with more Chapter 2 money—I would put the whole reform package into Chapter 2 if I had my druthers. I don't.

Mr. STRONG. I was initially very, very concerned when all of the titles were eliminated in the block grants. I do think that the concept of the block grants in conserving the needs of the local school districts is enhanced. However, the funds were reduced. So, with an appropriation that was based on the needs of identified areas, States, local areas, the block grants, Chapter 2, does, as I said in my testimony, provide us with time flexibility that local school districts need.

Mr. GOODLING. See, the initial block grant approach under the Reagan administration I fought because they were also trying to include Chapter 1 and vocational education and so on, but we go too far the other extreme. We've got to categorical grant everything so that—because we know how to do things in Washington, DC.

Going on very quickly, Ms. Coppola, I was interested, you do have an equalization formula, I suppose, in Michigan?

Ms. COPPOLA. Yes, we do. Yes, we do. As my colleague here said, it's approximately about $4,400 in Pontiac per pupil, and you probably know, our legislature here is struggling with coming up with a State aid package trying to prepare in case Governor Engler's Proposal A doesn't go, and Governor Engler's Proposal A is an attempt to reduce property taxes and so forth and maybe modify that formula. I was up there just Wednesday for gifted and talented because we're trying to advocate that that not be included in that basic formula, and I'm not going to get into that.

However, I think the part that's distressing to me is that regardless, if Proposal A does pass or anything similar to that, I'm going to say it again. Those of us who work, teach, and learn in urban areas, and this is not true just for Pontiac. It's across the country. We just can't have this disparity, and that Proposal A is still going to maintain that disparity in terms of per pupil money allocation in terms of urban and suburban. We just can't continue to do that.

Of course, you know, we have to live with whatever occurs there and so forth, but I believe that we need to continue to work towards finding some solution. If we truly in our country are talking about public education for our children, public means not just the access as was the case, but also similar opportunities, equity, then we really have to be serious and reconsider what we're doing with these formulas.

Mr. GOODLING. See, that's what we do with our categorical programs.

Ms. COPPOLA. Yes.

Mr. GOODLING. In other words, the money from Chapter 1 doesn't go out to those wealthier school districts, or not much goes out, and some don't even accept that that does go out. So, from our standpoint, we do equalize by doing that. I'm not sure what we can do to—I don't believe we're in a position where we can tell the

wealthy school district that somehow or other you can't spend $6,600 on a pupil because next door they're spending $4,400.

Ms. COPPOLA. I'm not suggesting that, but we're not saying we're taking away. That isn't the point. Somehow, we've got to address this problem. I don't know the answers. I wish I did. If I did, I'd be knocking on your door.

Mr. GOODLING. I think what I was saying was that on the Federal programs, we do address the problem.

Ms. COPPOLA. And that's why I say——

Mr. GOODLING. On the State programs, you'll have to make them address them somehow. I'm not sure how.

Ms. COPPOLA. Yes.

Mr. GOODLING. And just—let's see. One other comment I think I had, at the present time, and I would address this to Ms. Brigham, you mentioned that Chapter 1 children, I think you were indicating Chapter 1 children are precluded—other children are precluded from using Chapter 1 facilities, equipment, et cetera, et cetera, I think.

Ms. BRIGHAM. No, what I said is that we're doing instead of a pull-out program, we're doing some pull-in programming where I am working with the teacher, the Chapter 1 students, all at one time. In other words, where we're doing teaming. We feel that the teacher is getting training, number one, in technology. She's getting some strategies on how to work with children with problem solving activities. It's a different way of providing services rather than just pulling out, because the problem with pulling out children is that they are missing things in the classroom during that time.

Another way that I have provided that is by pulling first, second, and third graders out of the classroom 3 days a week. On the fourth day, they stay in their classroom with their teacher to get focused service while I work with the rest of the class outside of the classroom. I pull them into the lab and work with technology things with those kids.

Mr. GOODLING. The other youngsters can use——

Ms. BRIGHAM. Yes.

Mr. GOODLING. The other youngsters who are not Chapter 1 can use your labs?

Ms. BRIGHAM. Yes, right, and that equipment is not all Chapter 1 equipment. It's district equipment. It belongs to the school. So, what we're doing is we're saying that Chapter 1 service doesn't necessarily need to be provided by the Chapter 1 teacher. If I can provide a time when the classroom teacher can do some extensive work with these students who she works with every day.

Mr. GOODLING. And I agree wholeheartedly what Mrs. Cole said in relationship to classroom teacher being the number one in relationship to the whole program because my fear is always, in some instances, I think—I expect Chapter 1 youngsters to get everything everybody else got plus Chapter 1.

Ms. BRIGHAM. I look at my position as a support service to that classroom teacher, and we meet on a monthly basis. We have time provided within the school day where we can pull that classroom teacher out, sit down, and discuss how we might better do that. So, I don't work with everyone in the same way.

Mr. GOODLING. And one last comment. I'm happy everybody's talking about meaningful training and retraining because I've seen so many programs do so poorly because nobody was screened. Yesterday, we were talking about reading recovery, and apparently that's pretty expensive training, but apparently, they've also been very, very successful.

Ms. BRIGHAM. Yes.

Mr. GOODLING. Again, I would hope that we could get you more Chapter 2 money to do that.

Mrs. COLE. Yes, and the ultimate reward is when the Chapter 1 children go back into the classroom and teach their classmates a strategy they have that the others don't have.

Ms. BRIGHAM. Right.

Chairman KILDEE. I've always said that if Bill Goodling and I could sit down together, we could convey a school aid bill at the Federal level. Our problem is very often, we both have some extremists in both of our caucuses that are very difficult to please.

Mr. GOODLING. Yes, we do.

Chairman KILDEE. He has his bomb throwers, and I have my bomb throwers, but he and I could write a bill. Actually, this panel today has pulled us even closer together. It's been very good, very, very helpful. It's been an excellent panel. Thank you very much. I have some other questions I'll submit in writing to some of you because I may have exhausted the questions, and you certainly made a great presentation and have been very, very helpful to both Bill and me. Thanks a lot.

Mr. GOODLING. And if you have anything else you think we should know, you put it in writing and send it to us.

Chairman KILDEE. That's right.

Ms. COPPOLA. If I get the answer, I'm going to knock on your door.

Chairman KILDEE. All right. Our second panel consists of Dr. Rebecca Rankin, Director, General Education, Oakland Intermediate School District; Dr. LeRoy Mabery, Assistant Superintendent for Curriculum at Lake Orion Community Schools. I had a chance of visiting that school recently. Roberto Quiroz, Consultant, Bilingual/Migrant Programs, Flint Community Schools. Roberto, congratulations on the award you received for your migrant education program recently.

Mr. QUIROZ. Thank you.

Chairman KILDEE. You are accompanied by Leticia Porter, a parent. Then we have also Angelita Lopez McCoy, Bilingual/Migrant Education Teacher, Weston School, Imlay City, Michigan. All right, Dr. Rankin?

STATEMENTS OF DR. REBECCA RANKIN, DIRECTOR, GENERAL EDUCATION, OAKLAND INTERMEDIATE SCHOOL DISTRICT; DR. LeROY MABERY, ASSISTANT SUPERINTENDENT FOR CURRICULUM, LAKE ORION COMMUNITY SCHOOLS; ROBERTO QUIROZ, CONSULTANT, BILINGUAL/MIGRANT PROGRAMS, FLINT COMMUNITY SCHOOLS; AND ANGELITA LOPEZ McCOY, BILINGUAL/MIGRANT EDUCATION TEACHER, WESTON SCHOOL

Dr. RANKIN. Good morning. I'm going to speak to four aspects of our program today. First, of the law related education; second, I will be citing a program in reading recovery, and we'll talk about the service in the local schools, and I'd like to say a few words about the assessment language in the reauthorization proposal.

First, with respect to law related education, in Oakland County, a very important component of our efforts to education students to be effective, participating citizens is the Michigan Center for Law Related Education which is located here at Oakland Schools. The center is currently funded by the law related education program under the Office of Elementary and Secondary Education School program. We understand that the administration has proposed a phase-out of the funding for this program. I would like to briefly explain why that action would be a disservice to the students and teachers, not only in Oakland County but across the Nation. Centers like our exist in almost every State.

Law related education, often called LRE, is citizenship plus. It's the plus that I'd like to talk about today. LRE performs one of the most critical functions in our democracy—teaching young people about the foundations of our government, and their rights and responsibilities as citizens. Through LRE, our people appreciate the relevancy of how a bill becomes law, and when they stimulate the writing of legislation and participate in mock legislative hearings, this becomes a valuable experience.

Through LRE, young people develop a respect for our laws and legal system when they participate in mock trials, and through LRE, student attitudes toward authority evolve from suspicion and distrust to esteem and trust as they work side by side with legislators, attorneys, judges, and police officers. This is the plus of LRE. The power of LRE can be seen in Oakland County where teachers from Waterford, Rochester, Holly, Brandon, Oxford and others have attended the 1-week events at LRE Institute and Michigan University, as recipients of scholarships from the program.

We have attended the LRE conference which keeps teachers abreast of the latest developments in content and teaching methods. Students compete in the high school mock trial tournament which gives students hands-on experience with the legal system. The list of programs goes on and on. At a time when world events demonstrate each day of the value of a citizenry knowledgeable in democratic principles and committed to a respect for the law, that is the basis for this country's enduring stability, law related education provides vital opportunities for our Nation's youth. It is our hope that support for these programs will be able to continue through the law related education program out of the Office of Elementary and Secondary Education school improvement programs. This program is an investment in the future of our children.

The ESEA of 1965 marked the beginning of the Title 1 program, since 1981 known as Chapter 1. This has provided significant and most welcome Federal fiscal support for the education of economically disadvantaged students. The program began with high hopes and tremendous amounts of time and money have been expended on it. The question now is how effective has this effort been in terms of alleviating reading failure?

While there are many positive results in certain areas, the overall results have been somewhat disappointing. These programs often respond to what Martin Haberman refers to as the Pedagogy of Poverty, programs which emphasize language mechanics, skill, drill, predetermined right answers and so on. A self-fulfilling prophecy takes place in the Pedagogy of Poverty where the higher order thinking skills, more complex skills, are rarely dealt with due to the fact that extraordinary time is spent on the basics.

The problem is that these programs too often have failed to address the teaching of the vital skills of comprehension. The ubiquitous mission statement in our schools states, "We believe all children can learn." But if we accept and work with instructors built on the old assumptions that only a few will learn very well, then what we'll get is what we've always got. For most children in Chapter 1 programs, this means a lifetime assignment of trivial instruction. This must change. Success for all is not a romantic ideal. It is today's necessity.

In our endeavor to find better ways to educate all of our children, including those who usually fail, we have pointed our compass toward a Pedagogy of Intellectual Richness, and have started to listen to voices other than our own, the most prominent being Dr. Marie Clay, New Zealand educator and psychologist, who has made us aware of a highly effective program for primary children having difficulty learning to read. The program does address comprehension skills. It does teach reading. It does teach writing. It does develop independent readers.

Through the wisdom and zeal of some intrepid teachers and administrators in Oakland County and with the support of staff from Oakland schools and from Oakland University, the Oakland Reading Recovery Consortium was formed 2 years ago. This program has enjoyed support from Chapter 1 funding, as well as other sources. This program has had a significant impact on the students it serves, and is a positive and powerful model of what works for first grade students who experience reading difficulty.

Reading recovery is based on the assumption that intensive, high quality help during the early years of schooling is a most productive investment of resources. The early years which set the stage for later learning are particularly critical for youngsters who are at risk of failure. Results of the program in New Zealand, through the United States, and in Oakland County, Michigan, indicate that at risk youngsters make accelerated progress while receiving the individual tutoring.

Good readers and writers develop early. The longer a child fails, the harder remediation becomes. Early intervention before failure is established, can reduce problems later in school. As educators increasingly try to remodel programs and rethink the use of Chapter

1 funds, we commend this program of early intervention designed to reduce reading failure.

It is our recommendation also that Chapter 1 legislation be sensitive to the current reform efforts which place the locus for decisionmaking close to the child, that consideration be given to the wisdom which is found therein, and that continued support be given to local flexibility in the judicious use of these funds.

With respect to the role of the ISD, as we transition from the schools we have to the schools we need, and as we endeavor to respond to the new curriculum agenda which speaks to changes which are occurring in every subject area, as we endeavor to meet the challenge in terms of diversity and new goals of schooling, the need for high quality staff development becomes apparent. There is little doubt that a massive change in education is underway, and Oakland County districts have cited the following areas of needs.

First of all, the community. They all recognize that parents, voters, businesses, and so on must be brought along with the changes that need to occur in education. With respect to research, they want to know how learning takes place, what works. They want evidence of specific learning, and teaching activities will result in measurable student outcomes.

With respect to authenticity and relevance and real life outcomes, curriculum is being realigned toward large, interdisciplinary student outcomes. Much of this is well underway, and it must be supported.

Teachers' behaviors, classroom teachers have to work together to resolve issues about the curriculum, instruction, assessment, evaluation and reporting because that is how real learning takes place.

As was stated earlier, the staff development needs to seed this change are enormous. The questions then become, how does it all happen at once, and how do you fix the train once it's in motion? These pressures affect and instruct the world of service agencies such as Oakland schools. It is apparent that we must continue to serve as a conduit from and to local and State agencies, but also as collaborator with programs such as reading recovery.

With respect to the assessment language in this reauthorization, much of the language about the recommended changes and the tests and measures available to help evaluate Chapter 1 programs is based on the well known and documented negative effects of non-referenced testing. Two recent articles demonstrate that these reputed effects are neither well known nor well documented. The articles are, "Putting the Standardized Test Debate in Perspective" by Blaine Worthen and Vicki Spandel, and "A Psychometric Perspective on Authentic Measurement" by Ron Hambleton and Edward Murphy. The psychometric community does not know enough about how performance assessment works to abolish the use of non-referenced tests. Standardized norm-referenced tests would be one of the multiple measures used to evaluate these programs.

Performance assessments may prove to be another source for good measures, but eliminating the most widely used tool for assessment of education progress in the complex environments in which education system operates seems like a very hasty reaction to the negative ways in which standardized norm-referenced tests can be used. Unfortunately, it would be just as easy, if not easier,

to misuse performance tests, as it has been, to misuse standardized non-referenced tests. Tremendous amounts of professional development would have to occur before performance assessment can bear the burden of the evaluation of diverse educational programs.

The amendments attempt to strengthen the role of the family in the education of children, and this is certainly appropriate. Is it possible also to strengthen the recognition of the many players in the education of children by assuring that the delivery standards also require the utilization of other agencies available in the community to provide the wide variety of services that many disadvantaged children bring to school?

Chairman KILDEE. Thank you very much. Dr. Mabery?

[The prepared statement of Dr. Rebecca Rankin follows:]

STATEMENT OF DR. REBECCCA M. RANKIN, DIRECTOR, DIVISION OF GENERAL EDUCATION, OAKLAND SCHOOLS

The ESEA of 1965 marked the beginning of the Title I program—since 1981 known as Chapter 1. This has provided significant and most welcome Federal fiscal support for the education of economically disadvantaged students.

This program began with high hopes and tremendous amounts of time and money have been expended on it.

The question is how effective has this effort been in terms of alleviating reading failure?

While there are positive results in certain areas, the overall results have been somewhat disappointing.

These programs often respond to what Martin Haberman in the December, 1991 issue of the Phi Delta Kappan refers to as the "Pedagogy of Poverty"—programs which emphasize language mechanics, skill drill, predetermined right answers, et cetera.

This "Pedagogy" prevails often in schools where children are poor and not very often in schools where children are more advantaged.

A self-fulfilling prophecy takes place in the "Pedagogy of Poverty" where the higher order, more complex skills are rarely dealt with due to the extraordinary time spent on the basics.

The problem is that these programs too often have failed to address the teaching of the vital skills of comprehension.

The ubiquitous mission statement in our schools states, "We believe all our children can learn": but if we accept and work within structures built on the old assumption that only a few will learn really well, then what we will get is what we have always got.

For most children in Chapter 1 programs, this means a "lifetime assignment of trivial instruction."

This must change.

Success for all is not a romantic ideal. It is today's necessity.

In our endeavor to find better ways to educate all of our children, including those who usually fail, we have pointed our compass toward a "Pedagogy of Intellectual Richness," and have started to listen to voices other than our own, the most prominent being Dr. Marie Clay, New Zealand educator and psychologist, who has made us aware of a highly effective program for primary children having difficulty learning to read.

This program does address comprehension skills. It does teach reading. It does teach writing. It does develop independent readers.

Through the wisdom and zeal of some intrepid teachers and administrators in Oakland County and with the support of staff from Oakland Schools and from Oakland University, the Oakland Reading Recovery Consortium was formed two years ago. This program has enjoyed support from Chapter 1 funding.

This program has had a significant impact on the students it serves and is a positive and powerful model of what works for first grade students who experience reading difficulty.

Reading Recovery is based on the assumption that intensive, high quality help during the early years of schooling is the most productive investment of resources.

The early years, which set the stage for later learning, are particularly critical for children who are at risk of failure.

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Results of the program in New Zealand, throughout the United States and in Oakland County, Michigan, indicate that at-risk children make accelerated progress while receiving the individual tutoring. After an average of 12–16 weeks in the program almost all Reading Recovery children had caught up with their peers and needed no further extra help. Three years later, children still retained their gains and continued to make progress at average rates.

Good readers and writers develop early. The longer a child fails, the harder remediation becomes. Early intervention, before failure is established can reduce problems later in school.

As educators increasingly try to remodel programs and rethink the use of Chapter 1 funds, we commend this program of early intervention designed to reduce reading failure.

It is our recommendation also that Chapter 1 legislation be sensitive to the current reform efforts which place the locus for decisionmaking close to the child, that consideration be given to the wisdom which is found therein and that continued support be given to local flexibility in the judicious use of these funds.

ROLE OF THE ISD

As we transition from the schools we have to the schools we need and as we endeavor to respond to the new curriculum agenda which speaks to the changes which are occurring in every subject area, and as we endeavor to meet the challenge in terms of diversity and new goals of schooling, the need for high quality staff development becomes apparent.

There is little doubt that a massive change in education is underway.

In Oakland County, districts have cited the following as areas of need:

The community—They all recognize that parents, voters, businesses, et cetera must be brought along with the changes that need to occur in education.

Myriad strategies are being tried to make sure this happens. It is not just for P.A. 25 reports. It is partly because community attitudes toward education make a difference in student learning. They are trying to find out what evidence the community will accept to show that schools have improved.

Research—They want to know how learning takes place, what works. They want evidence that specific teaching and learning activities will result in measurable student outcomes.

Authenticity-Relevance-Real Life Outcomes—The realignment of education toward large interdisciplinary student outcomes is well underway in certain areas.

Teachers Behaviors—Classroom teachers have to work together to resolve issues about the curriculum, instruction, assessment, evaluation and reporting because that is how real learning takes place.

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These pressures also affect and instruct the role of service agencies such as Oakland Schools.

It is apparent that we must continue to serve as:

—CONDUIT—from State and local education agencies

but also as

—COLLABORATOR—with programs such as Reading Recovery.

We know that meaningful change will occur when staff has the knowledge, opportunity and permission to translate new ideas into day-to-day realities.

Oakland Schools is well-positioned to respond to these needs.

Dr. MABERY. Thank you very much. I'd like to take this opportunity to express my appreciation to Representatives Kildee and Goodling for the opportunity to testify today about some of the Federal programs that are currently operating the Lake Orion community schools.

My name is Dr. LeRoy Mabery. I'm Assistant Superintendent of Instruction and Curriculum for Lake Orion Schools. We are a school district of 4,730 students located in northern Oakland County. We would briefly be classified as an outer suburban district, which is in transition because of continued growth and development.

I want to express my thoughts, opinions, and observations about three Federal programs impacting the quality of education found in Lake Orion. These are the Chapter 1, Chapter 2, and the Eisenhower Math and Science programs. Lake Orion has been very appreciative of the Chapter 1 funds we've received since 1973.

The Chapter 1 services in Lake Orion have varied over the years as far as how they have been used. The one constant has been preschool programming for 4-year-olds. The preschool services have expanded from time to time to include a strong parenting component, as well as summer school opportunities. Today, Chapter 1 is a preschool program for 60 4-year-olds two times a week, and one remedial reading consultant for 40 second and third graders.

The preschool program fits well with the national goal of preparing children well for the kindergarten experience. We do not have the research data to support any claims, but we know these children are more ready to have an enjoyable and exciting K–12 educational experience than those children not experiencing preschool.

Our dilemma is mostly funding, and whether remedial reading education at the second and third grade levels are more or equally important to preschool education. We currently have 40 children at the second and third grade levels receiving Chapter 1 reading services. Our waiting list is composed of 99 more students. If we were to expand the reading services through those identified as needing the services, it would include 46 first graders, 13 fourth graders, 17 fifth graders, or a total of 76 more students.

In addition, we do not provide mathematics education services. We've identified 66 students from first to fifth grade needing this service. These figures may seem high, but in reality, they are not. Those needing special reading assistance are 8 percent of the K–12 student body. This means 92 percent are successfully being serviced and achieving at an expected level. In mathematics, this is 3.4 percent of the students at the K–5 level, or 96.6 percent are successful.

We are, in contrast, serving 2 percent with reading deficiencies, and the need is 8 percent. In math, the need is 3.4 percent and the service is zero. In summary, we need additional funding to reach the number of students needing educational services at the preschool as well as in reading programs.

There are two other areas of Chapter 1 program which I would like to call to your attention. The 15 percent carryover funds from one year to the next is often difficult to meet. There should be a longer period of carryover funds or increase the amount to 20 to 25 percent. This would provide more flexibility and more efficient planning from year to year.

A third issue is the comparability of funds being used between building is too close. The 5 percent difference in district moneys spent between targeted and non-targeted schools is too difficult to achieve at times. There are factors like teacher salaries, fringe benefits, one principal serving two buildings versus one principal serving one building, which greatly influences these differences. We have little or no control over these differences because of seniority, contracts, or financial difficulties. This difference should be at least 10 percent.

The potential shortfall in fundings for the 1993–1994 school year because of the 1990 census data needs to be addressed, and I understand you are. We need transitional time so students and staff can adjust to the new realities.

Finally, with Chapter 1, we would suggest the parental component of Chapter 1 be strengthened and further developed. We are convinced the most important variable and how well students perform in school involves the commitment and involvement of a parental model in the educational process of the child. The parental model, we believe, outweighs almost all other variables in importance. We believe funds need to be allocated specifically to require parental involvement. It is, we believe, the only way to achieve maximum benefits from Chapter 1 services.

Next, I would like to briefly speak to the issue of Chapter 2 funding. We realize Chapter 2 has a variety of options available to the school districts. Lake Orion has found the area of enhancing or supplementing equipment and supplies for students to be our one constant and demanding need. We allocate all of the Chapter 2 funds to the library/media centers of the district. These funds allow the buildings to purchase equipment or supplies which normally would not be possible.

In addition, these funds create stability in the financing of support services for students. In lean financial years, these funds have allowed us to maintain standards which would almost cease to exist. In better financial years, the funds continue to be a major supplement and allow us to provide materials which enrich and supplement student learning.

I strongly urge you to continue, and if possible, increase Chapter 2 funding. These funds have greatly assisted students during lean and good financial times. They provide continuity and supplement significantly what students have available to learn.

The third and last area I wish to address involves the Eisenhower Math and Science Education program. This program has been invaluable in allowing teachers with science and math responsibilities to attend workshops and conferences. Our greatest need and priority is staff development. We have many teachers at the elementary level without majors or minors in these specialty areas. Staff development is crucial and vital for these teachers if the quality of instruction is to improve to meet national and State standards.

At the secondary level, although all teachers will or have majors or minors in math and science. We have many teachers who have not been back to school in many years. They are, in many cases, out of touch with where math and science education is moving and what is needed if our students are to compete on a national and global basis. They also need staff development.

Our funds are allocated to each building depending upon the number of staff members teaching there. The building staff development team with the principal approve the use of these funds. We never have enough funds for math and science development and opportunities.

I would strongly urge you to consider increasing additional funding for K–12 staff development opportunities. This is crucial if we are to come close to meeting the national goals and standards for

math and science. The key to improving math and science education for all students rests with an informed, knowledgeable and confident teaching staff. This can only be done through staff development opportunities.

This concludes my statement. I wish to thank you for this opportunity, and I would be willing to take any questions you might have at a later time.

Chairman KILDEE. Thank you very much, Dr. Mabery. Mr. Quiroz?

[The prepared statement of Dr. LeRoy Mabery follows:]

STATEMENT OF DR. LEROY MABERY, LAKE ORION COMMUNITY SCHOOLS

I would like to take this opportunity to express my appreciation to Representative Kildee and other members of the House subcommittee on K–12 education for this opportunity to testify about Federal education programs in Lake Orion Community Schools.

My name is Dr. LeRoy Mabery, Assistant Superintendent of Instruction and Curriculum for Lake Orion Schools. We are a school district of 4,730 students located in northern Oakland County. We would briefly be classified as an outer suburban district, which is in transition because of continued growth and development.

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In summary, we need additional funding to reach the number of students needing educational services at the preschool and reading programs.

There are two other areas of the Chapter 1 program which we would like to call to your attention.

The 15 percent carryover of funds from one year to the next is often difficult to meet. There should be a longer period for carryover funds or increase the amount to 20–25 percent. This would provide more flexibility and more efficient planning from year to year.

A third issue is the comparability of funds being used between building is too close. The 5 percent difference in district moneys spent between targeted and nontargeted schools is too difficult to achieve at times.

There are factors like teacher salaries, fringe benefits, or one principal serving two buildings versus one principal serving one building, which greatly influences these differences. We have little or no control over these differences because of seniority, contracts, or financial difficulties. This difference should be at least 10 percent.

The potential shortfall in fundings for the 1993–1994 school year because of the 1990 census data needs to be addressed. We need a transitional time so students and staff can adjust to the new realities.

Finally, with Chapter 1, we would suggest the parental component of Chapter 1 be strengthened and further developed. We are convinced the most important variable in how well students perform in school involves the commitment and involvement of a parental model in the educational process of the child. The parental model, we believe, outweighs almost all other variables in importance. We believe funds need to be allocated specifically to require parental involvement. It is, we believe, the only way to achieve maximum benefits from Chapter 1 services.

Next, I would like to briefly speak to the issue of Chapter 2 funding. We realize Chapter 2 has a *variety* of options available to the school districts.

Lake Orion has found the area of enhancing or supplementing equipment and supplies for students to be our one constant and demanding need.

We allocate all of the Chapter 2 funds to the Library/Media Centers of the district. These funds allow the buildings to purchase equipment or supplies which normally would not be possible.

In addition, these funds create stability in the financing of support services for students. In lean financial years, these funds have allowed us to maintain standards which would almost cease to exist. In better financial years, the funds continue to be a major supplement and allow us to provide materials which enrich and supplement student learning.

I strongly urge you to continue, and if possible, increase Chapter 2 funding. These funds have greatly assisted students during lean and good financial times. They provide continuity and supplement significantly what students have available to learn.

The third and last area I wish to address involves the Eisenhower Math and Science Education program.

This program has been invaluable in allowing teachers with science and math responsibilities to attend workshops and conferences. Our greatest need and priority is staff development.

We have many teachers at the elementary level without majors or minors in these specialty areas. Staff development is crucial and vital for these teachers if the quality of instruction is to improve to meet national and State standards.

At the secondary level, although all teachers have or soon will have majors or minors in math and science, we have many teachers who have not been back to school in many years. They are, in many cases, out of touch about where math and science education is moving and what is needed if our students are to compete on a national and global basis. They also need staff development.

Our funds are allocated to each building depending upon the number of staff members teaching there. The building staff development team with the principal approve the use of these funds.

We never have enough funds for math and science development and opportunities.

I would strongly urge you to consider increasing additional funding for K–12 staff development opportunities.

This is crucial if we are to come close to meeting the national goals and standards for math and science. The key to improving math and science education for *all* students rests with an informed, knowledgeable and confident teaching staff. This can only be done through staff development opportunities.

This concludes my statement. I wish to thank you for the opportunity and I would be available for any assistance you find necessary.

Mr. QUIROZ. First of all, I'd like to thank you for the opportunity to address this committee. I also want to introduce Ms. Leticia Porter. She's the Chairperson of our Citywide Bilingual and Migrant Advisory Council, and she's been very supportive of a lot of the parent training and the parent development that we do in Flint.

My name is Robert Quiroz, and I was born in Quito, Ecuador. I came as an immigrant at the age of 6, and I was educated in the public schools of Newark, New Jersey as a child. Then for secondary education, I went to high school in Ann Arbor. So, I have experienced both the urban and then the suburban type of education. I was very impressed by the comments that were made earlier about the disparities in funding that exist in districts throughout Michigan, and that being at the seat of a lot of problems that we see in the big cities.

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I have been a teacher and an administrator at the State level, and now I'm working with the Flint public schools as an administrator of Federal, State, and local programs. I'm also past president of the Michigan Association for Bilingual Education. I have four children, three of whom have participated in the bilingual program, and were well served by the bilingual teachers in Flint, Michigan.

The Flint District over years, through the vision of the parents and the support of the staff and administrators, has achieved a commitment to the education of language minority students that is known and respected by many educators in our district and outside of Flint. In fact, Congressman Kildee is quite knowledgeable about our program, and many of the features of the current Title VII law reflect practices in Flint.

We have implemented an effective program to meet the needs of the children of families where English is not the primary language. The program is available from preschool into high school, and includes parent training and staff training to support the continued needs of future children. With the assistance of Federal Title VII grants, we have been able to build the capacity of the district to overcome the barriers of language and cultural differences between the home and the school environment. We are also proud to say that the parents and the board of the Flint school district are very supportive of bilingual education.

The philosophy of the bilingual program is consistent with the research in the field of second language learning. We know from the work of scholars such as James Cummins that the development of the home language of language minority students enhances the learning of English. We also know that the infusion of the culture of language minority students from various languages, for example, in Flint, Arabic, Vietnamese, and Spanish, enhances the self-esteem of these children. We also know that the use of personnel who speak the language of the parents increases cooperation with the home. Much research supports the idea of involving parents to increase the academic achievement of children, and the general success of school programs. We have seen this to be true in the Flint community schools.

One aspect of the bilingual program which has been beneficial to our district is the use of tuition funds to assist paraprofessional teacher aides to continue their education. This has improved their skills and their commitment to the children they serve. It has also encouraged and inspired them to complete college degrees and become bilingual teachers.

Another aspect of the program in Flint is that we see language minority students as resources for our community. Their bilingual skills are of value in future professions. Their ability to bridge two cultures a valuable asset in overcoming the debilitating and alienating forces of racial prejudice and bigotry. We see being bilingual as a goal and not as a problem. The Flint bilingual education program provides not only the most effective way for language minority students to learn English, but it also offers the English speakers the opportunity to learn Spanish and the history and culture of Hispanics. Side by side with our Mexican, American, and other Hispanic students learning English, we have African-American and Anglo-American students who are there to learn Spanish.

We feel the bilingual program reflects the best values of the democratic and pluralistic society. Multicultural education is part of this concept of bilingual education. Teachers and parents are learning to respect and to value cultural diversity as the real culture of America.

Our program suffers not from lack of commitment nor from a weakness of pedagogical principles. It suffers with other programs in the Flint school district from a lack of resources to build newer schools and to provide more parent education. It suffers from the ills of a society which has economically weakened the job base of the Flint community. Some families suffer from substance abuse of a key member of the family. This presents stress to the entire family, and especially to the children who are in their formative and sensitive years. Our teachers work in increasingly stressful situations. They are sometimes overwhelmed by the sheer number and variety of academic and emotional problems experienced by their students.

We must do more to listen to individual students when they tell us of home or peer problems. We must do more to listen to the teachers when they tell us of the need for fewer interruptions and pure artificial requirements from those outside the classroom. We must listen to the parents who tell us of their frustration with finding sympathetic teachers and administrators who will do whatever it takes to reach their children.

Recommendations for the reauthorization of Federal programs this year are, in addition to those ideas presented by parents at a meeting at Williams Elementary School in Flint, for the Flint office of Congressman Kildee, with the assistance of Barbara Donnely, I think it was about a month ago. The brainstorming was very creative and very exciting.

I would suggest that the reauthorization of Federal programs such as Title VII and Chapter 1 compensatory education stress the need to build cooperation with the teachers of each building. Our programs must make less of regulation and compliance and budgets, and more of team building. We must never forget the responsibility for learning rests on the student. The responsibility for building the child's confidence and character rests on the parent, and then on the classroom teacher. There is no more important task in our society than to support and nurture a love for learning and a respect for the dignity of others.

Paradoxically, although Flint sees a decline in the tax base and the number of students enrolled in the district, we must increase funding and support for education in Flint and in other cities because of the increasing needs stemming from unemployment and poverty. If we truly value human life, we must value the children of former migrant workers trying to find stable lives in Flint. We must help the children of parents who may have lost their jobs or who have not found good jobs and seek to educate their children beyond their own limited level of education.

I will not go into detail about the Chapter 1 migrant program, which is a complement to our bilingual program because I have included—actually I wasn't able to, but I would like to mention that the Flint summer migrant program was recognized as an unusually successful Chapter 1 program in San Antonio at the National Asso-

ciation of Reading Conference on April 28. I do want to point out that the summer migrant program is the result of teamwork and the true collaboration with parents. We believe we have been able to provide a model program to enhance the learning beyond the school year that would benefit not only migrants and former migrants, but indeed all students. We are committed to continual improvement to making each child feel accepted and challenged to do his best.

Thank you.

Chairman KILDEE. Thank you very much. Ms. Porter, do you have a statement or are you here to respond to questions?

Ms. PORTER. I'll just answer questions.

Chairman KILDEE. Okay, thank you. Mrs. McCoy?

[The prepared statement of Robert Quiroz follows:]

STATEMENT OF ROBERT QUIROZ, TITLE VII PROJECT DIRECTOR, FLINT, MICHIGAN

I want to thank Congressman Dale Kildee, Chairman of the House Subcommittee on Elementary, Secondary, and Vocational Education for the opportunity to testify about bilingual education in Flint. I know that the Congressman cares very deeply about the condition of the schools and neighborhoods in Flint and in our country.

I want to introduce Ms. Leticia Porter who is the Chairperson of the Citywide Bilingual and Migrant Advisory Council of the Flint School District. She has been elected to the State Parent Advisory Council on Migrant Education. I am very thankful for her support and for all the time she spends at meetings at Washington elementary school where her son attends fifth grade, at Williams elementary school where she attends the parent support group, and at Whittier middle school where the advisory council meets.

My name is Robert Quiroz. I was born in Quito, Ecuador. I attended elementary school in Newark, New Jersey and high school in Ann Arbor. I am a graduate of the University of Michigan in Ann Arbor, and I have MA degrees for the U of M Ann Arbor, and the U of M Flint. Today I serve proudly as the administrator of bilingual programs for the Flint Community Schools. I have also served as the president of the Michigan Association for Bilingual Education. My career spans 16 years as a teacher in adult education, college instructor, bilingual program specialist at the Michigan Department of Education, and as administrator in the Flint schools. I have four children, and three of them have been well served by the teachers of the bilingual program in Flint.

The Bilingual Education Program in Flint

The Flint School District over years, and through the vision and support of the parents, teachers and other educators has achieved a commitment to the education of language minority students that is known and respected by many educators in our district and outside of Flint. In fact, Congressman Kildee is quite knowledgeable about our program, and many of the features of the current Title VII law reflect practices in the Flint schools.

We have implemented an effective program to meet the needs of the children of families where English is not the primary language. The program is available from preschool to high school, and includes parent training and staff training to support the continued needs of future children.

With the assistance of Federal Title VII grants, we have been able to build the capacity of the district to overcome the barriers of language and cultural differences between the home and the school environment. We are also proud to say that the parents and the board of the Flint School District are very supportive of bilingual education.

The philosophy of the bilingual program is consistent with the research in the field of second language learning. We know from the work of scholars such as James Cummins that the development of the home language of language minority students enhances the learning of English. We also know that the infusion of the culture of language minority students from various languages such as Arabic, Vietnamese, and Spanish, enhances the self-esteem of these children. We also know that the use of personnel who speak the language of the parents increases cooperation with the home, and the development of hope for the future of our community. Much research supports the idea of involving parents to increase the academic achievement of chil-

dren, and the general success of school programs. We have seen this to be true in the Flint Community Schools.

One aspect of the Title VII Federal bilingual education program which has proven beneficial to our district is the use of tuition funds to assist paraprofessional teacher aides to continue their education. This has improved their skills and their commitment to the children they serve. It has also encouraged them to seek to complete a college degree and become bilingual teachers.

Another aspect of the program in Flint is that we see the language minority students as resources for our community. Their bilingual skills are of value in future professions. Their ability to bridge two cultures a valuable asset in overcoming the debilitating and alienating forces of racial prejudice and bigotry. We see being bilingual as a goal and not as a problem. The Flint bilingual education program provides not only the most effective way for language minority students to learn English, but it also offers the English speakers the opportunity to learn Spanish and the history and culture of Hispanics. Side by side with our Mexican, American, and other Hispanic students learning English, we have African-American and Anglo-American students who are there to learn Spanish.

We feel the bilingual program reflects the best values of a democratic and pluralistic society. Multicultural education is part of this concept of bilingual education. Teachers and parents are learning to respect and to value cultural diversity as the real culture of America.

Social Problems and Children's Needs

Our program suffers not from lack of commitment, nor from a weakness of pedagogical principles. It suffers with other programs in the Flint school district from a lack of resources to build newer schools and to provide more parent education. It suffers from the ills of a society which has economically weakened the job base of the Flint community. Some families suffer from substance abuse of a key member of the family. This presents stress to the entire family, and especially to the children who are in their formative and sensitive years. Our teachers work in increasingly stressful situations. They are sometimes overwhelmed by the sheer number and variety of academic and emotional problems experienced by their students. We must do more to listen to individual students when they tell us of home or peer problems. We must do more to listen to the teachers when they tell us they need fewer interruptions and fewer artificial requirements from those outside the classroom. We must listen to the parents who tell us of their frustration with finding sympathetic teachers and administrators who will do whatever it takes to reach their children.

Recommendations for the Reauthorization of Federal Programs

These recommendations are presented in addition to ideas previously presented at a parent meeting at Williams Elementary School in Flint, for the Flint office of Congressman Kildee, with the assistance of Barbara Donnely about a month ago I think it was.

I would suggest that the reauthorization of Federal programs such as Title VII Bilingual Education and Chapter 1 Compensatory Education, stress the need to build cooperation with the teachers of each building. Our programs must make less of regulation and compliance and budgets, and more of team building. We must never forget that the responsibility for learning rests on the student, the responsibility for building the child's confidence and character rests first on the parent, and then on the classroom teacher. There is no more important task in our society than to support and nurture a love for learning and a respect for the dignity of others.

Paradoxically, although Flint sees a decline in the tax base and in the number of students enrolled in the district, we must increase the funding and support for education in Flint and in other cities because of the increasing needs stemming from unemployment and poverty. If we truly value human life, we must value the children of former migrant workers trying to find stable lives in Flint. We must help the children of parents who may have lost their jobs or who have not found good jobs and seek to educate their children beyond their own limited level of education.

Chapter 1 Migrant Education Program

I will not go into detail about this program, which complement the bilingual program because I have included a brief summary included in the report on "Unusually successful Chapter 1 programs" recognized in San Antonio at the National Association of Reading Conference on April 28. I do want to point out, however, that the migrant summer school program is the result of teamwork and the true collaboration with parents. We believe we have been able to provide a model program to enhance the learning beyond the school year that would benefit not only migrants and former migrants, but indeed all students. We are committed to continual improvement to making each child feel accepted and challenged to do his best.

Ms. McCoy. We are very fortunate to be a part of a culturally diverse Nation that realizes that there is a need to improve the quality of our school programs if we are to prepare our children for the challenges of tomorrow. The Elementary and Secondary Education Act has provided critical funding for millions of educationally disadvantaged children. This is a critical component of education. Unfortunately, the legislature has not seen this as a critical issue, thus funding allocations have not kept up with the demand of the growing number of at risk students.

These students' basic needs such as food, clothes, medical and intellectual stimulus should be a priority for our Nation as rich and with as many resources as ours. The financial resources are there, but the question is where and to whom will the financial resources be allocated. The legislation can determine whether they want to channel financial resources to train the minds of our children in order to transform them to become productive citizens or deal with the consequences of having to build correctional institutions when they grow up.

If these children are to truly share in the achievement of the Nation's educational goals of the year 2000, we need to ensure that money allocated by the reauthorization bill, that this money gets to the children it was meant for, the at risk children. Our Nation's most valuable resource is our children. Shouldn't this be reflected in the amount of moneys allocated to such an important component?

The Act includes funding for bilingual education and migrant education. One of the national goals endorsed in February 1990 states, "All children in America will start school ready to learn." This is a worthy goal. However, when it comes to bilingual children with English language deficiencies and migrant children, whose lifestyles are different from a typical American child, we see a drawback. These children, especially the migrant children, will be denied equal education because of their lifestyle.

Furthermore, what is to become of these students who are limited English proficient or migrants who are already in our school system yet were not ready to learn when they started school? How will their special needs be met for the next 6 elementary school years? Chapter 1 services provides education for children with special needs, but not children who have a language barrier or are involved in a mobility typical of the migrant stream.

I realize that any request for additional program funding makes legislatures very nervous, especially when facing the deficit. However, we must rethink our priorities and place the education of our youth on top of the list with special emphasis on the at risk youth. For example, in Michigan, we spent an average of $4,400 per student for education, and $45,000 per year to house one prisoner. The education of American children, regardless of race, color, creed, language, is a must, for they are the future of this great Nation.

I'd like to read something from Abraham Lincoln, and I quote, "A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states, and na-

tions. He is going to move in and take over your churches, schools, universities, and corporations ... the fate of humanity is in his hands."

I myself am a bilingual migrant teacher in the Imlay City school district, which is a small rural area. I am an ex-migrant. I came to Michigan as a migrant child from Texas, so I have seen the different things that have happened in the migrant program as a child, and now as a teacher in the program. I feel that these programs are programs that are needed and should be financed and should be supported by all of the legislatures.

Last year, there were 768,00 migrant students in the United States, according to the migrant computer. In Michigan, which is one of the largest receiving States, had 21,000 migrant students enrolled in our programs. Two percent of our migrant population did come from Mexico, which is approximately only 4,400 students.

Migrant programs need to be funded at a full authorization level. At the present time, we only get 33 cents for every dollar that's allocated. Again, we need to preserve the flexibility which permits education to be creative and innovative in designing programs and services for these children.

One of the biggest concerns with migrant children is the secondary credit approval, because they move from district to district, and the migration causes problems. This is something that really needs to be looked at. There should be a necessary permanent service to migrant secondary students. The graduation rate now is about 50 percent for all migrant students. If this rate is to improve to the level of 90 percent by the year 2000, we need to establish a program that will help meet their needs. All States except Hawaii have established migrant programs. A majority of the States have actually declined in funding over the years, even though the number of students has increased.

Policies regarding testing and needs assessment should be sensitive to such problems and unreliability of testing for language minority students and should support the development of flexible evaluation systems.

Parental involvement is a must, as we all realize that, but it sometimes imposes a hardship of two migrants who come up here to work. For these families, the main purpose is to meet the basic needs of their families. Some provisions need to be made to facilitate their participation, maybe like paying them for the day so they can attend meetings or something like that because it is a hardship for these families.

Disadvantages resulting from migration, poverty, health, socialization, and because these children present unique and complex challenges to the schools of the region, the policy of the United States should be to support both educational opportunities for these children and to assist the schools of the Nation in meeting their educational needs.

Thank you.

Chairman KILDEE. Thank you very much for your testimony.

[The prepared statement of Angelita Lopez McCoy follows:]

May 1, 1993

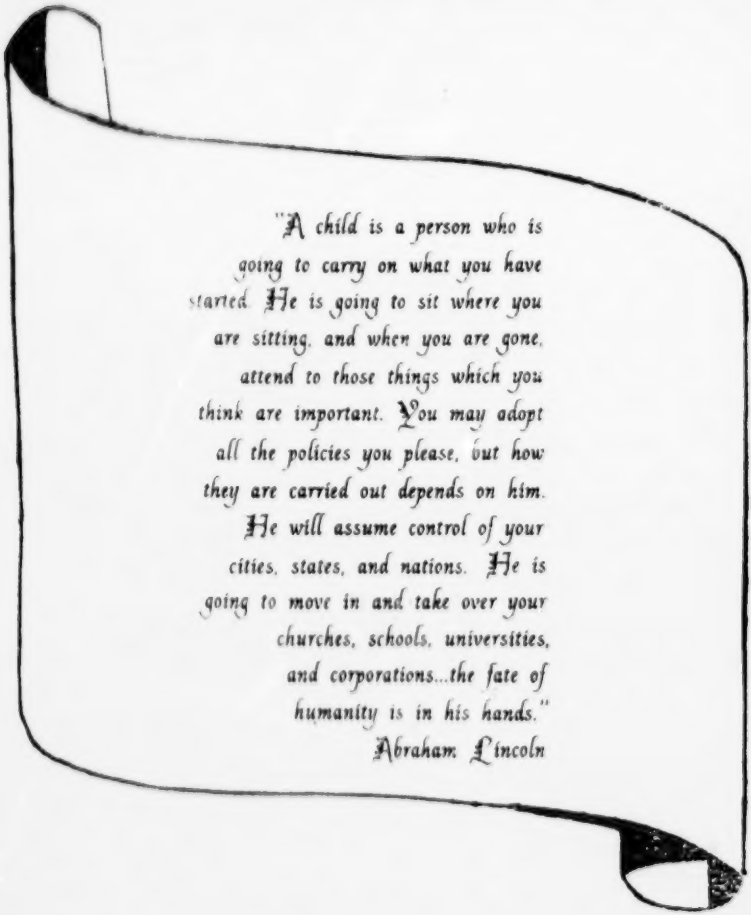
Testimony of Angelita Lopez McCoy

We are very fortunate to be a part of a culturally diverse nation that realizes that there is a need to improve the quality of our school programs if we are to prepare our children for the challenges of tomorrow. The Elementary and Secondary Act has provided critical funding for millions of educationally disadvantaged children. This is a critical component of education. Unfortunately, the legislature has not seen this as a critical issue thus funding allocations have not kept up with the demand of the growing number of at-risk students. These students basic needs such as food, clothing, medical and intellectual stimulus should be a priority for a nation as rich and with as many resources as ours. The financial resources are there but the question is where or to whom will financial resources be allocated to. The legislation can determine whether they want to channel financial resources to train the minds of our children in order to transform them to become productive citizens or deal with the consequences of having to build correctional institutions when they grow up. If these children are to truly share in the achievement of the nations educational goals of the year 2000, we need to ensure that the money allocated by the reauthorization bill gets to the children it was meant for the at-risk children. Our nations most valuable resource is our children, shouldn't this be reflected in the amount of monies allocated to such an important component?

This act includes funding for Bilingual Education and Migrant Education. One of the national goals endorsed in February 1990 states " All children in America will start school ready to learn." This is a worthy goal, however, when it comes to bilingual children with English language deficiencies and migrant children whose lifestyles are different from the typical American child we see a drawback. These children especially the migrant children will be denied an equal education because of their lifestyle. Furthermore, what is to become of students who are limited English proficient or migrants who are already in the school system yet were not ready to learn when they started school? How will there special needs be met for the next six years of elementary education? Chapter I services provides education for children with special needs but not children who have a language barrier or are involved in the mobility typical of the migrant stream.

I realize that any request for additional program funding makes legislatures nervous especially when facing the deficit. However, we must rethink our priorities and place the education of our youth on top of the list with special emphasis on our at-risk youth. For example, in Michigan we spend an average of $4400.00 per student for education and $45,000.00 per year to house one prisoner. The education of American children regardless of race, color, creed, language is a must for they are the future of this great nation.

In conclusion, I would like to express my support for the reauthorization bill.



"A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states, and nations. He is going to move in and take over your churches, schools, universities, and corporations...the fate of humanity is in his hands."

Abraham Lincoln

Table 1 shows the numbers of potentially eligible, eligible, and served students; the amounts of state school aid granted to applying school districts, and the expenditure per student served. The first school year for which the data are shown is the 1984-85 school year because a change was made during this school year to obtain from school districts complete and accurate data on students.

TABLE 1. Numbers of Potentially Eligible, Eligible, and Served Students; Amounts of State School Aid and Expenditure Per Student Served.

	Potentially Eligible * (Page 3)	Eligible ** (Page 3)	Served *** (Page 3)	State Aid	Expenditure Per Student
1984-85	23,766	16,046	14,178	$4,050,000.00	$268.02
1985-86	32,680	19,053	14,008	$4,050,000.00	$289.12
1986-87	30,497	19,322	14,891	$4,212,000.00	$282.86
1987-88	33,855	20,974	16,740	$4,212,000.00	$251.61
1988-89	32,645	19,475	16,378	$4,212,000.00	$256.67
1989-90	33,449	20,462	17,180	$4,212,000.00	$241.99
1990-91	37,389	21,559	18,251	$4,212,000.00	$233.37
1991-92	36,720	23,716	18,475	$4,212,000.00	$217.18

As it is evident from Table 1, the amount of state funds appropriated for Bilingual Education has not increased for six years; the number of students receiving Bilingual instruction has increased, and the per-student expenditure has decreased.

Furthermore, as it is shown in the following table, the funds used by the Office of Bilingual Education for its operation have decreased for the last five years.

School Year	State Funds	Title IV [Federal Funds]	Title VII [Federal Funds]	Totals
1987-88	$178,400	$155,189	$179,889	$558,531
1988-89	$178,800	$158,173	$161,908	$513,478
1989-90	$181,000	$171,973	$107,971	$498,881
1990-91	$156,800	$165,537	$ 87,075	$409,412
1991-92	$131,200	$165,738	$ 84,328	$381,266

Gifted and Talented

The National Commission on Migrant Education pointed out that the participation of migrant students in programs for gifted and talented is very low compared to the non-migrant population, with less than 1 percent of the migrant student population enrolled. The Commission notes difficulties arising from mobility, but indicates that the chief barriers seem to be preconceived stereotypes of migrants and low expectations among educators. Belying such perceptions are the scores of migrant students who have successfully completed, or are currently enrolled in, undergraduate and graduate study at the nation's most prestigious institutions, including Harvard, Stanford and MIT. Reserving a portion of the Javits funds for migrant students can be a means of identifying and assisting still more of the "best and the brightest" among migrants.

Ellender Fellowships

The Close-Up Foundation has opened the doors for migrant students to participate in its program of civic education. N.A.M.E. believes it consistent with the intent of the legislation, given that about 35 percent of migrant students were born outside the United States, to ensure that a minimum percentage of the Ellender fellowships in the Program for New Americans go to migrant students.

School Dropouts

The rationale here is the same as for the Chapter 1 Part C program: the dropout rate among migrant students is devastating, and migrant students certainly need support from every source if their chances for graduation are to be improved.

Bilingual Education

More than three-fourths of all migrant students are Hispanic, and perhaps a third of the remainder come from other language minority groups, such as Vietnamese or Haitian Creole. Not all of these children are Limited English Proficient, but many of them are, probably at least half of the total migrant child population. Demographic projections reported in the National Commission and RTI studies indicate that the number of migrant children with little or no command of English is likely to increase steadily the rest of the century.

It is appropriate for the Bilingual Education program, which is vitally concerned with assisting language minority students to acquire proficiency in English, to focus a dedicated portion of its resources on schools and locations where there are concentrations of LEP migrant students.

Adult Education

This program already has a commendable provision for adult migrant farmworkers. N.A.M.E. recommends that the program adapt its eligibility criteria to conform to those used in the Migrant Education Program to facilitate improved coordination between the two. In the program to promote English literacy for non-English-proficient adults, a setaside for migrant is appropriate and justified.

Star Schools

This recommendation is linked to the recommended Migrant Education instructional TV service. The intent is to establish a relationship between the Migrant Education project and the Star Schools program in which Migrant Education is fully responsible for the development of programming for migrant students, i.e., content, and projects funded under the Star Schools programs have a role to play in the distribution of such programming through facilities that it has established. It is not intended that the freestanding Star Schools network would be the sole vehicle for carrying Migrant Education programming only that the Migrant Education service use Star Schools wherever possible. Star Schools grantees, under their existing mandate, can provide production facilities and satellite uplinks for the Migrant programming service, as well as downlinks at various project sites. The key principle is that migrant educators be responsible at all times for the content of programming over their network. This does not preclude Migrant Education from utilizing, where appropriate, programs developed by Star Schools grantees.

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Even Start and Secondary Programs

When these programs were created in the 1988 Hawkins-Stafford bill, Congress wisely included a setaside for migrant children. Although the Secondary program has not been funded, the Even Start setaside for migrant families has produced some outstanding projects which have made a significant impact on the lives of hundreds of children and their parents. N.A.M.E. believes an increase in the setaside for both programs is easily justified. There is no readily identifiable population group with greater preschool educational needs and greater need for family literacy than migrants. Likewise, with a dropout rate of about 50 percent, migrant students should be prime recipients of services to assist in dropout reduction.

Rural education

This recommendation is based on the reality that migrant children are most likely to enroll in school in rural areas. Since this program provides assistance to rural schools, it is quite appropriate that in the training, consultation and other services provided that it take into account the impact of migrant children on rural schools and the capacity of such schools for serving this population in an effective manner.

Math/Science

N.A.M.E. insists that migrant students should not be excluded from the effort to make American students "first in the world in science and mathematics achievement" by the year 2000. There is no inherent reason for expecting migrant students to be any less capable of such achievement than any other students. However, unless their right to participate in and benefit from such initiatives as the Eisenhower program is clearly specified, they are in considerable danger of being overlooked in the planning of such projects. A setaside to ensure significant participation by migrant children is wholly justified.

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Chairman KILDEE. I'll address my first question to Dr. Rankin. The two bills that we'll be working on this year are the Education Reform Bill and the Elementary and Secondary Education Act. In both of those bills, the committee has been advised that the best way of promoting improvement is to address all components of the educational system, that is, standards, curriculum, assessment, and professional development and to do those in a coordinated fashion. Would you agree with that, and could you make some comment on that?

Dr. RANKIN. See, I do agree because I don't see how one could address one part of it without the other. In this era of educational reform, it seems that everything is up for grabs, and you sort of grab a toehold of a very large fire-breathing dragon, and not to respond to the impact that one effort has on everything else I think is short-sighted. If one is going to reform education, then this relates to the program, it relates to the changes that are occurring in the curriculum areas. Every area in the curriculum is going through major changes right now related to the new standards in mathematics. We have new legislation in our State known as HP–25, and I'm sure every State has much the same kind of thing wherein we're looking at outcomes for our programs rather than the previous way they were organized. All of this leads to a new way of how we deliver instruction. That which was just delivered will then have to be assessed, so this must complement that and so on.

There's an article from ASCBE many years ago, the title of which was, "Give me the Power to Evaluate, and I Will Control the Curriculum," and I think it was very prophetic because I think that all of this has a very strong relationship certainly to a major circle that keeps going around.

Chairman KILDEE. That would be your definition. Now, we hear so many definitions of systemic reform. Those combinations, those items would be your definition of what we should be doing in systemic reform?

Dr. RANKIN. I think that three notions come to mind immediately, and that is to work on integration and work on application and work on understanding, and I think when it comes to the reform issues right now, all of us are out of school and have to be updated. It's a monumental job. I think the agenda is easily a 10- to 15-year agenda. I don't think it's something that's going to happen next year. I think basically it will open the door. We will bring people together. I think the wisdom in all of this is going to be that we will finally recognize that there is a great deal of intelligence that's closest to the child, and we will then sit at the feet of the teachers in the elementary schools and learn from this, as Alicia Coppola referenced in the previous panel.

I think historically, there has been a notion that those who are farther away from the youngster are wiser, and I think now we've come to realize that maybe that's not so, that maybe we might be instructed by the people who work closest to that child.

Chairman KILDEE. Would you include in those components or would they be a composite of those two, what's called a site-based management, where the faculty in that particular school really gets

involved in deciding what might best work in that particular school?

Dr. RANKIN. I didn't hear your initial statement.

Chairman KILDEE. Would you include site-based management as one of the elements?

Dr. RANKIN. I think it's part of the entire current reform scenario, and this is happening. I agree with what was stated previously because I think you're going to hear it many times, and that is, it's very difficult to keep school, to run the building, to see what's on the horizon so that you are up to date in terms of all of the activities that should be occurring in the instructional area.

In our county, we have a number of experimental efforts in this regard, a very interesting one in which we play a prominent role is the PDS offering that unites Brandon and Oxford school districts and a partnership with Oakland University and with the Oakland school's ISV. What happens there is that the superintendent sits at the table with one vote while the teachers then discuss their professional concerns, and then permit us to serve in a support fashion to that which they considered to be critical to the needs of that school. It's a blind notion. It is time consuming. It is sophisticated, but I do think it's a sign of things to come. I think that more of these things are going to be happening, basically because of the issue of time. It's very difficult to find time for professionals to come together unless there is some support for this, and this kind of thing seems to be proliferating.

Chairman KILDEE. Dr. Mabery, I had the pleasure of visiting one of your Chapter 1 preschool programs for 4-year-olds. Can you tell us why you feel that type of program is important?

Dr. MABERY. Well, from the beginning, we've always felt that as far as preschool programs are concerned, that you must prepare children to be ready for kindergarten, and we have since 1973 been concluding a Chapter 1 program with 60 young children. In addition to that, we've had the Head Start program, and we have estimated that approximately 80 percent of our children have some type of preschool experience before they enter kindergarten. The Chapter 1 has obviously played a very valuable role in preparing each other, in essence, to be ready. Obviously, at that particular age, we're not looking for academic games. We're looking for the socialization, the readiness, being ready to enter into, if you will, on an equal basis with children who have other and greater opportunities. Our experience has been that this has been an invaluable experience for the children being ready to enter school. So, we've always had that.

Chairman KILDEE. I noticed at that preschool for the 4-year-olds that the parents were very much involved in that program. How do you encourage and maintain that type of involvement of the parents?

Dr. MABERY. Well, in Lake Orion how we have developed it is that we, at one time, used to have what you'd call dial screening, which is kind of a, you know, whatever terminology you wanted to use, it was a screening process of determining who was to get into Chapter 1. We have done away with that. We have done away with all testing at the lower level that's possible, including any type of screening, and we've done that based upon our experience has been

that over the years, when you get through whatever you happen to get through, it ends up being the parent and their knowledge of that child, and the teacher and the teacher's knowledge of what it is the child's going to have to be ready for in kindergarten or the following year.

So, we really come down and have an interview, and the parent and the children—excuse me, the parent and the teacher sitting down, and then you might say that partnership continues on throughout the year. Parents have to come in. They have to come in to pick up children. We always have all kinds of resources available, parents, as well as regular parent meetings and involvement. We've found also over the years that the parental role and models is the key as far as we are concerned, and that involvement has to happen. I look at it as kind of a two-pronged type of thing, one is to have the parent have education as a priority in their mind. The second part is to have resources available for that parent because most of us as we know as parents, we didn't know necessarily how to be parents and we became parents. We looked around at the models that we had or we looked to friends that we thought were being successful parents that had older children. You develop a model, and you try to make sure that that's part of the process that goes on.

Chairman KILDEE. Let me ask a question. Three of you are involved in migrant and bilingual programs. A similar question, how do you maintain parental involvement in those programs, and how important is it to have that parental involvement? Ms. Porter?

Ms. PORTER. Let me say, I am a parent. They were pushing me to, because I could not speak the English, or maybe because I didn't get the resource, but they were pushing me telling me what I should do, where the places I can go and get the school, if I don't have that, where to go, and they might push me to do things. Like, I used to avoid this kid, and I saw him in high school this year, and thanks to the program because my son started the program, and when I went to the program, they told me about training. They told me it was very important that you came here, the person taught, you know, learn things. They teach you about many different things, maybe schools or health. They invite different organizations, businesses, to schools, or they list what they offer to us, the things they will give to us. So, I am fine. I have a very strong feeling about helping me very much because thanks to the program, I'm through right now, and thanks to other parties like me, they think we don't support these programs like they do to us. We will not have the power to succeed in that here, the United States.

Chairman KILDEE. Rebecca, do you want to add something to that?

Dr. RANKIN. Yes, I think that in the grants, that perhaps if there were more specific points given to the question of how are you empowering parents. Another one relating to this is how are you coordinating with the teacher and with the schoolwide efforts? I think that we tend to have isolated programs. But what she's referring to is the fact that we as administrators and as teachers and as officials of government, need to empower people to take ownership of their own destiny and to be partners in addressing issues. I think that we have got to do that, and it's been very encouraging

to me and liberating to the parents that worked together with our team. I think we need to take it even a step further and extend to the young people in our cities, many of whom don't really see much of a future in a job or an education, or even in their families, perhaps to tell them, much as the Peace Corps did to the college students, that we need you, and that you are important. We try to do that to the JTPA program where we hire students to tutor the children and to work in different jobs. We need to go further to help them to understand the idea of volunteer service and being part of a democracy. I think that those kinds of efforts are really needed.

Chairman KILDEE. Ms. McCoy?

Ms. MCCOY. Our parents play a very, very important role if we are to make any progress with our children. Unfortunately, the parents that I deal with are your true migrant parents that come to Michigan to work, so it's very hard for them once they get there. They stop working and work late at night, so sometimes it's hard for them to get to meetings. The thing that we do is we go to the camps and we go and visit the parents individually, and we try to get them together because we need their input. We need them to know that there's a future for their children, and it's up to them. The children need their support just as much as they need ours because they are the ones who have to open their minds up and make them realize that the life that they have led was what they have learned, and the future that's happening to these children is going to change so much that they really have to be prepared for the future.

Chairman KILDEE. Thank you very much. Mr. Goodling.

Dr. RANKIN. I was just going to say, it's not just the bilingual parents, all parents. There are so many things happening in the field of education right now, I think it's confusing to people who are on the outside that are not right along with us, so I see this as a fundamental need generally.

Ms. MCCOY. Part of the problem with my parents is the fact that many of them are illiterate in both languages, so therefore, we have to provide the means to help them to learn as well. So, we're teaching the parents to work with their children, how to play games with their children to help them so that they can learn themselves because we're dealing with other problems as well.

Chairman KILDEE. Mr. Goodling?

Mr. GOODLING. Let me make three very quick observations, Mr. Chairman. Number one, Dr. Rankin, I appreciate the fact that you said well, there are positive results in certain areas. The overall results have been somewhat disappointing on that oddball nut in Washington who for years has been saying—stopped saying Head Start and Chapter 1 are motherhood, apple pie and ice cream all mixed together because they aren't doing well enough in a lot of places. Three of us just introduced a Head Start reform package, and I give you this illustration just to see what—show you what happens all over the country. The gentlelady from Kansas and the gentlelady from New York and I, and we have about 50 to 100 press people out there wondering, how could anybody be talking about improving Head Start? Well, that's everything.

So, when we finished our whole presentation, of course the obvious question came from the very first reporter, well, is Head Start not doing well in your area? The gentlelady from Kansas, doing fine in Kansas. The gentlelady from New York says, in my district, it's fine. So, here I'm stuck, the only male in the group, and I had to say, well, in Pennsylvania, there are a lot of miserable Chapter 1 and Head Start programs that aren't doing well enough, but even the best must do better because of the problems.

The second, I would say to Dr. Mabery, when you talked about your 4-year-olds, of course I'm smiling again because 20—I hate to think how long—24 years ago, I said to my early childhood specialist, you know, everybody is wasting Chapter 1 money around here. Let's do something that's worthwhile. Everybody was hiring, you know, somebody was a special reading teacher and they'd spend a couple of minutes here and there and elsewhere, and nothing good was happening. I said, why don't you look at all of the dropouts that we've had and see how many children they now have and are in our district. I said, let's really go and see if we can't get something working with our Chapter 1 money where we can deal with the parent and the 3- and 4-year-old child at home. Of course, that's how we put Even Start together. We got into all sorts of trouble with Chapter 3 because all of a sudden I'm told I can't use my Chapter 1 money with 3-year-olds, and I go charging to Washington all excited, for Washington to tell me, that isn't our rule. That must be your State's. I charge back, and sure enough, it was my State that said we couldn't use Chapter 1 money for 3-year olds.

So that's—I don't know whether you've applied for Even Start grants, but I hope you do because it's expanding. I would say the same in the migrant—yesterday, the Chairman heard one of our migrant education persons talk about his chapter of his Even Start program in Chapter 1. In Chapter 1, we do have the basic Chapter 1 program for migrant students. We also have the migrant Chapter 1 program, but what the commission found out, of which Chairman Ford and I served on, was that people weren't using those two programs for Chapter 1. They were just using the migrant education program. The recommendation of the commission is that all programs that migrants are eligible for be used, and I agree with that because I think, as I said yesterday, they're probably the most disadvantaged children we have in our school system. Thank you, Mr. Chairman.

Chairman KILDEE. Again, I'll say, Mr. Goodling not only demonstrates that there is support for education on both sides of the aisle, but great ideas because Even Start he had to sell to the Congress, and those of you who are not involved in Even Start, I would suggest you get involved in it. It's a tremendous program. It's a program that maybe for the first time in the history of the Congress, it hasn't been done yet, that we'll probably name a program after a minority member.

Mr. GOODLING. I hope I live that long.

Chairman KILDEE. I'm going to try this year, so I hope you're in good health. He did push that program. It's very good, and we've named programs after people who have done less work on it. It is another indication of the bipartisan support for education and the

bipartisan wisdom that comes into education, and Mr. Goodling has done both of those things.

I want to thank the panel. We may have some additional questions to submit to you, and you certainly are a group that we may want to be contacting as we work our way through the authorizations of both the reform bill and the Elementary and Secondary Education Act reauthorization. Thank you very much.

The third panel consists of Howard Splete, Dr. Splete, Professor of Education, Counseling Department of Oakland University, whom I have the pleasure of having in my district; Bruce Sims, Teacher, Della Lutes Elementary School, Waterford School District; and Teddy Venderfifer, Library Technology Coordinator, Carmen-Ainsworth High School.

I want to make a note that Mr. Goodling who is taking time off from some very beautiful weather also in Pennsylvania, will have to be leaving probably about 12:30 in order to make his plane back to Pennsylvania. It's a long walk back there, so, when he walks out at 12:30, it's not because of anything you may have said. He has to get to the airplane.

Howard, do you want to start?

STATEMENTS OF HOWARD SPLETE, Ph.D., PROFESSOR OF EDUCATION, OAKLAND UNIVERSITY; BRUCE SIMS, TEACHER, DELLA LUTES ELEMENTARY SCHOOLS, WATERFORD SCHOOL DISTRICT; AND TEDDY VANDERFIFER, LIBRARY TECHNOLOGY COORDINATOR, CARMEN-AINSWORTH HIGH SCHOOL

Dr. SPLETE. Sure. Thank you for the opportunity to provide testimony today. I'm Howard Splete, President-elect of the National Career Development Association and a professor at Oakland University in Rochester, Michigan. Based on the time limit, I've edited some of the remarks that will be in the testimony, and I provided a folder for both of you with backup material.

Chairman KILDEE. Your entire testimony will be included in the record, and you may summarize. Thank you.

Dr. SPLETE. The National Career Development Association, NCDA, is a division of the American Counseling Association, composed of 60,000 members. Our association has approximately 5,400 career professionals who work in educational settings, business and industry, community and government agencies, and in private practice. This year, we celebrate 80 years of service helping people of all ages and at all stations in life to find employment and to achieve success and satisfaction through their work.

Our association believes that career development is a continuous process that occurs over the lifespan. This means that our members provide services from preschool through retirement. Key components of our work are helping people gain self-knowledge, explore educational and occupational options, and plan for their careers through reviewing options and making decisions.

The National Occupational Coordinating Committee [NOICC], in its national career development guidelines, has listed 12 career development competencies which focus on the three previous areas and progress in sequence from elementary school through adulthood. Students can gain these confidences by working with coun-

selors and school staff as the competencies are included in the school curriculum.

The National Career Development Association, under the leadership of Dr. Ken Hoyt, has drafted a position paper which supports the view that (1) professional career development assistance, included but not limited to career counseling, should be available to all persons throughout the lifespan; and (2) my major point is that school counselors should provide career development assistance to all students at all K–12 levels.

We believe career development language is needed in this legislation. It is not currently there. Inclusion of career development language and reference to school counselors is needed. Referral for that, surveys done by the Gallup organization indicate that less than 40 percent of Americans plan for their careers. Over half of the adults surveyed indicated they were influenced by their friends or family, took what work was available, but were not sure how they got into their career.

American education has been challenged to provide students with world-class skills and knowledge to help all students achieve their potential, to help them make the transition from the classroom to a global workplace, and to educate them on the importance of becoming a lifelong learner. The Secretary's Commission on Achieving Necessary Skills [SCANS] reports, the six National Educational Goals and State recommendation such as those of the Michigan Employability Skills Profile, all indicate much more might be done in our schools to prepare our students for the workplace.

We must help students gain foundational skills in basic academic areas, thinking skills, personal management, and teamwork skills. We must help students gain competencies in effectively using resources, interpersonal skills, information systems, and technology. School counselors can help students gain these competencies.

The American School Counselors Association [ASCA], has recognized the responsibility of school counselors working with their students, K–12, in preparing students for the future. Their publications, such as "The Role of the School Counselor in Preparing Students for the Workplace" relate counseling programs to aid students in achieving SCANS competencies and related National Career Development Guidelines competencies.

The 1993 NCDA Career Development Policy Statement includes recommendations for counselor's work at various grade levels. I will give you a few examples of that possible work. Beginning at the K–6 level, counselors who work with teachers to help students understand career applications of subject matter; learn from community resource persons about work and occupations; develop career awareness; and reduce career bias and stereotyping.

Continuing in grades seven through nine, counselors work with teachers to help students increase self-understanding through career exploration; explore work through community volunteer experience; develop career portfolios; and promote readiness for participation in occupational preparation programs as youth apprenticeship, tech-prep, internships, and work-study.

Continuing in grades 10 through 12, counselors work with teachers to help students make education and career plans for high

school completion and transition to both secondary level education and work. These plans involve helping students to access and utilize career and labor market information such as may be available in computerized State career information delivery systems; to help students assess their interests, abilities, and values as they relate to career choice; to explore possible occupations and related required education and training; and to participate in career exploration experiences such as internships, shadowing of employed professionals, mentorship programs, tech-prep programs and youth apprenticeship programs.

In sum, NCDA believes that school counselors are needed at all school levels to work with students, their families, teachers, business and industry and the community, to help them complete a seamless transition from K through 12 to both secondary education and work by obtaining career development competencies in self-knowledge, educational and occupational exploration, career planning, decisionmaking and skill preparation for employment.

Yet, there is virtually no language in the Elementary and Secondary Education Act which points to the importance of career development or which makes provisions for this important process.

We believe all titles of ESEA need to recognize career developments for all students and includes all school staff in career development efforts. This should be done by reference to career development activities in all titles of this legislation. Further, we believe there needs to be a coordination at the national level of all program efforts to provide career development and counseling services to all students.

Our recommendations include the belief that career development and counseling services need to be addressed in all titles of ESEA. Specifically, the NCDA board of directors and delegate assembly have unanimously approved resolutions supporting the inclusion of a title on career development in Chapter 2 of ESEA. This title would include the following provisions: A statement which recognizes the importance of career development and counseling in the education of all students at all school levels. This should include describing career development as a process integral to the total school curriculum. It should include a plan for up-to-date training in career development for counselors, teachers, administrators, parents and community members. Such training might include use of the National Career Development guidelines, career information delivery systems, portfolios, and counselor-industry work exchange programs. It should include an allocation of materials, resources, and technology which are up to date, accurate and effective in facilitating career development for use by students, staff and parents. These resources might include state-of-the-art computer technology to delivery career information, career assessments, classroom career activities, and career planners.

We recommend an authorization of $20 million for this title for the first year, with such sums as are needed in subsequent years. NCDA leaders and staff have submitted specific wording and are willing to work further with this committee and its staff to assure that these important provisions are included in this legislation.

Again, we emphasize that school counselors are needed to provide career development assistance to all students at all school levels. Thank you for your time.

Chairman KILDEE. Thank you very much, Howard. Let's see, our next witness is Mr. Simms. I think Susan Wilhelm, the subcommittee staff director, had the occasion of being in your classroom.

[The prepared statement of Howard Splete follows:]

STATEMENT OF DR. HOWARD H. SPLETE, PRESIDENT-ELECT, NATIONAL CAREER DEVELOPMENT ASSOCIATION, PONTIAC, MICHIGAN

I. Introduction

Thank you for the opportunity to provide testimony today. I am Howard Splete, President-elect of the National Career Development Association and a professor at Oakland University in Rochester, Michigan.

A. The National Career Development Association (NCDA), a division of the American Counseling Association, is an association of approximately 5,400 career professionals who work in educational settings, business and industry, community and government agencies, and in private practice. This year, we celebrate 80 years of service helping people of all ages and at all stations in life to find employment and to achieve success and satisfaction through their work.

B. Our association believes that career development is a continuous process that occurs over the lifespan. This means that our members provide services from preschool through retirement. Key components of our work are helping persons: (1) gain self-knowledge; (2) explore educational and occupational options; and (3) plan for their careers through reviewing options and making decisions.

The National Occupational Coordinating Committee (NOICC) in its National Career Development Guidelines has listed 12 career development competencies which focus on the three areas and progress in sequence from elementary school through adulthood. Students can gain these competencies by working with counselors and school staff as the competencies are included in the school curriculum.

C. The National Career Development Association, under the leadership of Dr. Ken Hoyt, has drafted a position paper which supports the view that: (1) professional career development assistance—included but not limited to career counseling—should be available to *all* persons throughout the lifespan; and that (2) school counselors should provide career development assistance to all students at all K–12 levels.

II. Career Development Language is Needed in this Legislation

The purpose of this testimony is to explain why career development language and the inclusion of school counselors is needed in this ESEA legislation.

A. Surveys done by the Gallup organization indicate that less than 40 percent of Americans plan for their careers. Over half of the adults surveyed indicated they were influenced by their friends or family, took what work was available, or were not sure how they got into their career.

B. American education has been challenged to provide students with world-class skills and knowledge to help all students achieve their potential, to help them make the transition from the classroom to a global workplace, and to educate them on the importance of becoming a lifelong learner. The Secretary's Commission on Achieving Necessary Skills (SCANS) reports, the six National Educational Goals and State recommendation, as those of Michigan's Employability Skills Profile, all indicate much more must be done in our schools to prepare our students for the workplace. We *must* help students gain foundational skills in basic academic areas, thinking skills, personal management, and teamwork skills. We *must* help students gain competencies in effectively using resources, interpersonal skills, information systems, and technology.

C. The American School Counselors Association (ASCA) has recognized the responsibility of school counselors in working with students, K–12, in preparing students for the future. Their publications, as "The Role of the School Counselor in Preparing Students for the Workplace" relate counseling programs to aid students in achieving SCANS competencies and related National Career Development Guidelines competencies.

D. The 1993 NCDA Career Development Policy Statement includes recommendations for counselor's work at various grade levels.

1. Beginning at the K–6 level, counselors who work with teachers to help students:
- understand career applications of subject matter
- learn from community resource persons about work and occupations
- develop career awareness
- reduce career bias and stereotyping.

2. Continuing in grades seven through nine, counselors work with teachers to help students:
- increase self-understanding through career exploration
- explore work through community volunteer experience
- develop career portfolios
- promote *readiness* for participation in occupational preparation programs as youth apprenticeship, tech-prep, internships, and work-study.

3. Continuing in grades 10–12, counselors work with teachers to help students:
- make educational and career plans for high school completion and transition to postsecondary level education and work.

These plans involve helping students to:
- access and utilize career and labor market information, such as may be available in computerized State career information delivery systems
- assess their interests, abilities, and values as they relate to career choice
- explore possible occupations and related required education and training
- participate in career exploration experiences such as internships, shadowing of employed professionals, mentorship programs, tech-prep programs and youth apprenticeship programs.

In sum, NCDA believes that school counselors are needed at *all* school levels to work with students, their families, teachers, business and industry, and the community, to help them complete a seamless transition from K–12 to postsecondary education and work by obtaining career development competencies in self-knowledge, educational and occupational exploration, career planning, decisionmaking and skill preparation for employment.

E. Changes are occurring in school counseling programs across the Nation. These changes promote comprehensive K–12 guidance and counseling programs which involve counselors, teachers, and the community at all levels. Most recently, counselors have been involved in helping students with employability/education development plans and portfolios. These programs, such as the Michigan Comprehensive Guidance and Counseling Program, are designed to be developmentally appropriate and to meet the affective and cognitive needs of all students in the content areas of career planning and exploration, knowledge of self and others, and educational/career technical development. These programs are an integral part of the total educational program in our schools.

F. *Yet*, there is virtually no language in the Elementary Secondary Education Act which points to the importance of career development, or which makes provision for this important process. In a few places, superficial reference is made to helping students increase their study of certain subjects in order to prepare for future careers. Such language is totally inadequate if we are to encourage all students, including minorities, girls, and students with special needs, to achieve their potential and take advantage of our Nation's investment in their education.

If students are to achieve their potential, aspire to achieve, and set goals and make plans to achieve these goals—schools and communities must forge a curriculum which is relevant to future career opportunities for our young people. For example, teachers with the help of counselors and community must teach the career implications of their subject matter and must have career resource materials to facilitate their students' learning. School counselors must upgrade their skills in the career development area, as well as have time to work with students in making educational and career plans. Parents need training and encouragement in order to support their children's career development. School counselors are crucial in coordinating career development activities for our youth.

G. School counselors must have appropriate training in career development work, both through preservice and inservice programs. Reference to this need is made in the NOICC publication, *From Pilot to Practice: Strengthening Career Development Programs* and is recognized through current efforts of the National Career Development Training Institute, which is designing programs for States and counselor education faculty to train personnel who help students and adults acquire career planning skills and make career decisions.

H. There are many initiatives in action or being proposed to help prepare students and adults for the future workplace. These include Perkins legislative efforts (as those in tech-prep) Workforce Readiness Act, The Career Pathways Act, Youth Apprenticeship Programs, Gender Equity in Education Act, Business/Education Part-

nerships, School to Work Transition, and NOICC programs. It is important to note that many of these programs or proposed programs are geared to specific populations, as vocational education students.

We believe *all* titles of ESEA need to recognize career development is for *all* students and includes all school staff in career development efforts. This should be done by reference to career development activities in all titles of this legislation. Further, we believe there needs to be a coordination at the national level of all program efforts to provide career development and counseling services to all students.

III. Recommendations

We believe that career development and counseling services need to be addressed in all titles of ESEA. Specifically, the NCDA Board of Directors and Delegate Assembly have unanimously approved resolutions supporting the inclusion of a title on career development in Chapter 2 of ESEA. This title would include the following provisions:

A. A statement which recognizes the importance of career development and counseling in the education of all students at *all school levels*. This should include describing career development as a process integral to the total school curriculum.

B. A plan for up-to-date training in career development for counselors, teachers, administrators, parents and community members. Such training might include use of the National Career Development Guidelines, career information delivery systems, portfolios, and counselor-industry work exchange programs.

C. An allocation of materials, resources, and technology which are up to date, accurate and effective in facilitating career development for use by students, staff and parents. These resources might include state-of-the-art computer technology to delivery career information, career assessments, classroom career activities, and career planners.

We recommend an authorization of $20 million for this title for the first year, with such sums as are needed in subsequent years.

NCDA leaders and staff have submitted specific wording and are willing to work further with this committee and its staff to assure that these important provisions are included in this legislation.

Mr. SIMMS. Basically what I'd like to talk to you about is technology. One of the things that happened to me last summer was a graduate of ELTI, called Educational Leadership Technology Institute out of Atlanta, Georgia for 3 weeks. We came back and we shared a lot of things, but I want to talk about technology, a couple of programs that we're dealing with right now in our building, and before this gentleman leaves, maybe he can take a look at our books also so he can see them before we go.

The first thing I'd like to talk about, and I noticed earlier it was spoken to, is called National Geographic Kids Network. It's a technology program that we use in our entire building. We have a 4/5 building, and approximately 11 teachers who are using it, 10 teachers who are using it. The nice thing about it is that it's a telecommunication based science/social studies curriculum where it is used throughout the entire curriculum.

What we do is that we subscribe to a National Geographic subscription. They, in turn, place us on a team, and this team has sites, full sites, throughout the United States and the world. We had Russia—I'll talk a little bit about it in a minute, though—some of the things that happened in Russia with us while we were on line even, in 1991 when the coup was happening. Some students were there using telecommunications when it happened.

Once they assign us sites throughout the United States and the world, what we do is we share the data. The students actually become scientists where they share data, and really evaluate the data that they also receive from the different sites throughout the world, dealing with acid rain, dealing with trash, dealing with solar en-

ergy, very, very pertinent subjects that are now really in front of us, and students who are going to be in your chairs one of these years are going to be voting on it. That's the neat thing about this program, is the fact that these programs makes students aware of our environment, of our ecology, and they are actual scientists because they send out their data from their site, and it's share with all of the other sites in the world.

They collect data. They do oral presentations. They use computer application. Basically what it is, it's sent through the computer. All of the these programs use the same kind of software. We have to use telecommunication, so we use a computer. We use a modem. The students learn how to retrieve data, and they actually have to do a report because all of the students in the classroom have a different site. For instance, we have approximately 10 to 12 sites that we've been assigned. We've got New York, California, Japan, Moscow, whatever it is. This team over here becomes experts. This team over here becomes experts on New York, and we assign them the different sites throughout the world. What they do is they dial for other information. They share their information with the other sites, and they come back to the class then and they report what information we need, be it acid rain, what's in our water, solar energy that they use in that particular area, and they come back and they share it with the class. They are experts then on that particular site.

That's one of the programs that we're using. It's a tremendous program. Kids love it. One of the interesting things, you would think that I paid the student a year ago. We have our open house, and as we were having our open house, the parents were in and we were discussing things. One of the students, who was an average student, came in. This was a young lady, and we talked about young ladies being scientists and also math. Well, she came in and said, I'm going to be a—right in front of everybody. I couldn't believe it, right in front of everyone and said, I'm going to be a scientist, and I'm going to use computers. Wow, you know, it just makes you incredible.

Another thing I did was about 3 years ago, I said, is this program really effective? Do students really like science? Do students really like geography or whatever, as it incorporates so many things across the curriculum. So, I did a five questionnaire, just basic questionnaire, to my students because I was teaching all of the sixth grades at that time, four sixth grades. I had practically 120 students at that time, and it came back to me, and it was kind of interesting because I'm heavy in technology, obviously. The first thing they wanted to learn was—the first thing they liked about it was learning about other students in other sites of the world and the United States. The second thing then was, indeed, computers, which was really, really interesting.

That's one program. Students love it. We do need training in it. I'll talk a little bit about training in a minute. Another program we do is—you'll see the books in front of you. This is called—my wife and I, who is also here, devised the program. It's called, "The Electronic Generation Connection." It's really interesting because we, again, believe in using technology, not to teach technology for technology's sake, but to integrate it in the classroom, to use it as a

tool so that students can make learning much more exciting, and obviously programs like this where there's a purpose for the students to write. The electronic generation connection is a telecommunication program where the students write to the seniors, repair—a student in my classroom was a senior citizen at the senior citizen's center, and they become computer pals.

Well, they learn how to use a bulletin board, how to send files, download files, which is exactly what they're going to need to do in the years to come. Then they take all of this information and then they compile it in a biography for the students. At the end of the year then we have a party then and they'll present it. What's really interesting is that they also—another side effect, you know, a lot of objectives here, but one of the side effects is that they become communicating for a period of years. It's a relationship that's built with the seniors. Mr. Grossnickle has been to one of our parties where we present it. What we do is we read a section out of the biography. The student has one of these, and also the senior, so there's two of them made. Then we read a section out of it. The student knows it so well that they then come up and take a biography and present it to the senior citizen. Then we have a party for about an hour in order to get to share things.

Another side effect is that we are now involving another segment of our community, the senior citizens now. We started out with the old Commodores. We now have acquired three updated IBM machines that they can use at the center. So, we placed them. As a matter of fact, we sold candy so that they could have a telephone line and telecommunicate.

So, what we've done now is set up a center for the senior citizens to telecommunicate. They have 30 computers where they word process, send them over, and they send the files back to the classroom where the youngsters then take the messages, dial the messages, word process it, and use approximately eight different programs to produce that biography. Incredible because, number one, we're now looking at another—hopefully, we can get some more grants dealing with another segment of the community involved in this.

We want to have the seniors at nursing homes. There's nothing wrong with a lot of their minds. They have great, great minds. I could sit here and tell you anecdotes for hours. One gentleman there is a rocket scientist. He worked on the Redstone rocket. He also developed—he was working with rays and everything back in 1941, to train cars. Now, you could go on and on. These students are learning so much, they never heard of the Depression. The students had to go back and learn about the Depression. There are so many side effects that happened from this, it's incredible.

The thing is, we need training, also for the youngsters. We also need training for the seniors. So, there's another segment here that we're looking at, which is also another side effect.

That's basically it. We need time. We need energy involved in both the National Geographic Kid's Network, trained teachers, as you know, are waiting. A special education lady that talked about it earlier, what they use for special education students. It's a very motivating program because we deal with technology, and we're

sharing our data. We're sharing our lines with other people all over the world.

So, we do need money. We need it for technology, but Jamie Fitzpatrick, who is a director of grants and technology of the State of Michigan, came down and visited us. One of the things that Jamie said to us was we need a dollar for technology and a dollar for training, and I agree with that, and that's one of the things that we're involved with right now. That's basically some of the things that we're doing in technology. That's just a part of the technology part of it. But we do need training and technology, and I hope that's addressed to me also.

Chairman KILDEE. Thank you very much. It goes back a bit to the days computers were just put in the closet because there wasn't even training on those basic things. Training is very important.

Joining Mr. Simms at the table at my request is Leon Grossnickle, the principal of the school. When my staff visited your school, visited your classroom, they said when you talk about reform in education, you see it there. You see self-motivated students helping one another, and you kind of acting as the coach. So, I really appreciate that, and you have to have a principal who's——

Mr. SIMMS. He's a good coach, too.

Chairman KILDEE. Who's supportive. I can recall when I was teaching summer school one summer. It was a hot August day, and I was trying to teach some rather tough guys poetry, and I thought, if I could go out in what we called Sleepy Hollow, a wooded section there, they might come to school for that. So, I asked my principal, Bob Rotta, I said, could I take these students out there, most of whom I failed in English in the regular school year, for the poetry unit. He said, Dale, you're a professional teacher, and if you think that's good teaching, do it. I think that's the role of a principal very often.

Mr. GROSSNICKLE. I truly agree.

Chairman KILDEE. We're glad to have you here, Mr. Grossnickle.

Mr. GROSSNICKLE. Thank you.

Chairman KILDEE. All right, Teddy?

Ms. VANDERFIFER. I'd like to thank you for letting me present today. Today, I'd like you to think about tomorrow's leaders—the leaders in government, science, engineering, math, history, and geography—today's children. Are we, the leaders of today, providing them with the necessary resources, both expertise and materials, to enable them to become these leaders?

I would also like you to reflect upon, where would you be today if you didn't know how to read, and how would our Congress, specifically your office staff, operate if you did not have immediate access to current information?

In this information age, technology has made it easier to access information electronically. Your staffs probably use online databases, CD–ROM devices to get their current data and information, while most students of the United States are still using paper card catalogs to locate their sources of information. They are spending so much time locating the information that they are not spending the time learning how to use that information, which will enable them to become the productive citizens and leaders that we desire

They are not even learning the system for locating information that the academic and business worlds use. You and your able assistants synthesize the information and transform it into a product probably with word processing equipment and presentation tools while students in many districts are still using pencil and paper for their reports. Where do we expect these students, many from the at risk school districts, to get the practice and expertise they so desperately need to be prepared for today's reports and tomorrow's workforce?

The average age of the school library media center print collections is mid to late 1960's, and many were purchased with funding from the original Elementary and Secondary Education Act of 1965. Why are these materials still on the shelf? School library media specialists have had to decide whether having some information, albeit poor, is better than having no information. Every time my school library media colleagues and I discuss weeding with our administrators, we are constantly reminded that the collection numbers must remain within North Central minimal standards, and that there is no funding to replace discarded items.

Unlike most other Michigan school districts where students begin working with a professional librarian at the age of 13, I am the school library media specialist at two elementary schools, a luxury since library media specialists are not considered load bearing assignments. I work with 800 students and 41 teachers 1½ days per week and 350 students with 24 staff members 1 day per week. The remainder of the time, I am the media and computer coordinator for the district. I would like to share today some of my experiences.

One day, not too long ago, a small first grader entered the media center and asked for me to please help him find a book that he could read. So, I dropped everything and went over to the picture book section and selected about five or six beginning reader books with about 12 different words. I hurried back to the desk to continue working, when I heard, "I can read! I can read!" The child had determined that he could read a real book, not just the words the teacher taught. He was so excited that he read the book to me, read the book to the building principal, and of course, he read the book to everyone else that I could find along the way.

As I look at my collection of materials that my first readers use, I want to cry. Some of them are sitting there on the desk. They are ripped, torn, and dilapidated from overuse. Most have made the trip home, then read by parents and children in return, hundreds of times, and they will continue to be shared until they literally fall apart. In promoting the importance of reading and libraries, would you be willing to use these examples with your children or grandchildren? In this electronic age, why would any child want to read one of these books rather than watch television or play Nintendo?

It is also very humiliating to me to bring some of the non-fiction materials that my students are using as information resources. Notice the 1953 book on Korea, the 1954 and 1961 books on radios, and especially the 1955 book on automobiles. Do you think the automotive industry of my community would believe this material is representative of their businesses? I have no new books on the new electronics or science projects. The average copyright date of the space flight section of my collection is 1968, and the nations

section, except for Central and South America, averages 1963. The reason for the newer collection on the Americas is that I've spent the majority of my budget updating that area because it is a main part of the sixth grade curriculum. A current paradigm shift away from the traditional textbook teaching will place a very high demand on the current, or not so current, library media resources.

The scary part of all of this is that in Michigan, my district is one of the more affluent school districts that has shown support for print and non-print purchases and staff. If my collection is dismal, what of the others? One K–12 school that I surveyed spent $200 for books this year for 850 students and 40 teachers. The majority of the library purchases were donated by the media specialist, staff or local businesses. She spends a great deal of her time fundraising to get resources for her students. According to a recent editorial in March, 1993, School Library Journal, the average cost of a reinforced trade edition book is $14.71, up from $14.17 for 1992. This does not include the reference books that are exceedingly higher. A set of in-print encyclopedias averages $550 unless you look at an electronic version, which costs $625, not counting the costs for the equipment. Library media specialists are forced to selectively choose not only what print materials they will attain, but also if they will be purchasing new equipment used for information or print.

According to an informal survey that I took in the State, the majority of the declining Chapter 2 funding appears to be going for other projects in the schools, including the purchase of computers mainly used for instruction, not for information management. While it's important that these moneys continue to be available for these uses, it is imperative that moneys be provided for the establishment of computer networks within buildings and that elementary and secondary school library media centers have access to computerized databases, CD–ROM information sources like the encyclopedias, reference tools, atlases, and even an electronic card catalog.

Teachers and library media specialists need to be helping students learn information usage skills while providing the desire for them to have lifelong reading and learning experiences. Time needs to be spent developing those lessons, and the Elementary and Secondary School Library Media Act provides a method for designing those lessons.

The second experience that I wanted to relate happened the first week of April. One of the videotape machines was not working properly in my building, and I received an emergency call to please come immediately to repair it. We have three machines available for my staff and 42 teachers, and our school, like most schools, is not networked for video. As I worked frantically, a fourth grader waited patiently for my attention. After asking what I could help him with, he said, "I've read Sounder," "Where the Red Fern Grows," and "Shiloh." What other book do you have for me to read about dogs?" This might seem like a little small episode, but it frustrates me daily. Due to my shared building schedule and demands for technical assistance, what chances have I missed to assist students with their recreational reading that allows them to expand their world? How many times have I been unavailable to

locate the answers to that pressing question that is demanding to be answered immediately? How many opportunities have I missed to assist teachers with their classroom planning, information gathering, resource sharing? Again, my district is a lucky one. Most of the elementary schools in this Nation do not have school library media specialists to do any of these things.

Many Michigan school districts are in financial trouble and can only provide the basic necessities. Although research shows that effective education is based on adequate resources for research, and everyone agrees that resource books are important, only the essentials are being purchased. School library media centers are being closed around the State and Nation. If they are not closed, new materials are not being purchased.

If the statement that 90 percent of all of the information that will be used in 2008 will be created after 1988 is true, teachers, including school library media specialists, need to expand students' abilities to access, analyze and communicate information, the basic skills for students in the 21st century.

We need you to invest in the future by passing all three parts of the Elementary and Secondary School Library Media Act. I realize that $260 million sounds like a great deal of money. However, if you divide that by 60 million students, you will discover that it will be slightly more than $4 per student, approximately 30 percent of the cost of a book per child. The investment isn't very much in an attempt to make our children number one in the world.

At this time, I have two documents I'd like to submit. One is the Library of Michigan special report on the statewide survey of Michigan school libraries.

Chairman KILDEE. That will be included in the file.

Ms. VANDERFIFER. And the other one is Information Power from the American Library Association and the Association for Education Communications and Technology.

Chairman KILDEE. That will also be included in the committee file.

Ms. VANDERFIFER. Thank you.

[The prepared statement of Teddy Vanderfifer follows:]

STATEMENT OF TEDDY VANDERFIFER, LIBRARY TECHNOLOGY COORDINATOR, CARMAN-AINSWORTH HIGH SCHOOL

Today, I would like you to think about tomorrow's leaders—the leaders in government, science, engineering, math, history, and geography—today's children are WE, the leaders of today, providing them with the necessary resources, both expertise and materials, to enable them to become these leaders?

I would also like you to reflect upon "Where would YOU be today if you didn't know how to read?" and "How would our Congress, specifically your office staff, operate if you did NOT have immediate access to current information?"

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tise they so desperately need to be prepared for today's reports and tomorrow's workforce?

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As I look at the collection of materials that my first readers use, I want to cry. And they are ripped, torn, and dilapidated from overuse. Most have made the trip home, been read by parents and children and returned, hundreds of times, and they will continue to be shared until they literally fall apart. In promoting the importance of reading and libraries, would YOU be willing to use these examples with your children or grandchildren? In this electronic age, why would any child want to read one of these books rather than watch television or play Nintendo?

It is also very humiliating to me to bring some of the non-fiction materials that my students are using as information resources. Notice the 1953 book on Korea, the 1954 and 1961 books on radios, and especially the 1955 book on automobiles. Do you think the automotive industry of my community would believe this material is representative of their business? I have no new books on the new electronics or science projects. The average copyright date of the space flight section of my collection is 1968, and the nations section, except for Central and South America, averages 1963. The reason for the newer collection on the Americas is that I've spent the majority of my budget updating that area because it is a main part of the sixth grade curriculum. A current paradigm shift away from the traditional textbook teaching will place a very high demand on the current, or not so current, library media resources.

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Many Michigan school districts are in financial trouble and can only provide the basic necessities. Although research shows that effective education is based on adequate resources for research, and everyone agrees that resource books are important, only the "ESSENTIALS" are being purchased. School library media centers are being closed around the State. If they are not closed, new materials are not being purchased.

If the statement that 90 percent of all of the information that will be used in 2008 will be created after 1988 is true, teachers, including school library media specialists, need to expand students' abilities to access, analyze and communicate information—the basic skills for students in the 21st century.

It is difficult for me to believe that "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history and geography" (Goals for American Education) with the limited resources that we currently have available. The print collection is obsolete and in shambles. Access to electronic data is negligible. The teacher/media specialist partnerships are working at a minimal level and need to be greatly expanded.

We need YOU, the elected leadership, to invest in the future by passing all three parts of the ELEMENTARY AND SECONDARY SCHOOL LIBRARY MEDIA ACT. I realize that $260 million sounds like a great deal of money. However, if you divide that by 60 million students, you will discover that it will be slightly more than $4 per student, (30 percent of the cost of a book/child. The investment isn't very much in an attempt to make OUR CHILDREN NUMBER ONE IN THE WORLD.

At this time, I have two documents I'd like to submit. One is the Library of Michigan special report on the statewide survey of Michigan school libraries.

Chairman KILDEE. Thank you very much. As you see, Mr. Goodling had to go catch his plane.

Ms. VANDERFIFER. Yes.

Chairman KILDEE. I want to thank all of you, first of all, for coming out on a Saturday. I know it's very difficult, especially a nice day like this, but I really appreciate it very, very much. It's been very helpful to us. Bill and I work very closely together to draft good legislation, and I was not just exaggerating when I said that if he and I could sit down together in a room, we could put together the two bills we need to put together this year, because he brings a wealth of background plus a wealth of goodwill. So, you've been very, very helpful to both of us today. We're going back to try to push the two bills, the reform bill and the reauthorization bill this year. So, your help is very much appreciated.

Let me address my first question to Dr. Splete. I'll make it in three parts. What do you see as the key elements of a successful school-to-work program? Tom Kelley on my staff has been working on this, and I think you've had contact with him. At what grade

levels should schools begin to implement those school-to-work programs, and what type of professional development is needed for counselors so that they can be involved in that school-to-work program?

Dr. SPLETE. As I mentioned in my remarks, I think you need to start working with kids at the elementary school level. So much of our attention now is paid to juniors and seniors in high school. We're looking at tech prep. We're looking at providing experiences for kids at that level, and we often forget that kids' attitudes, options, are formed in elementary school and middle school. So, I would say that the awareness of occupations and careers such as we did with this go to work with your parent this past week, more and more of that needs to occur because kids don't really realize what other options there are for them and what it takes to get there. So, I would say we have to start working with teachers and counselors at the elementary school level to increase understanding of what options might be for them.

A key component, I think, to answer your second question, would be providing experiences for kids. Bless the media people and so forth and so on, but you can't really know everything about an occupation or a career by reading about it. I think one of the things that we really need to promote is more community and business industry involvement with schools and getting hands-on experiences for kids, and shadowing, job shadowing, the mentoring kind of thing that you're familiar with. I think that really has to occur at the middle and junior high school level. The kids need to have more information and understanding before they start looking at what kinds of postsecondary work or education they would get into.

Your third point, professional development, many of our counselors, like many of our school staffs, are graying, like I am, and we need retraining. A lot of people were trained and had a masters program maybe 25 or 30 years ago, and they had one course in career development, which was primary career development theory, and nothing to do with career development activities or experiences or helping teachers or kids or parents. What we need now is to have some training. We heard professional training through all of the speakers this morning, just a real need for that, but the counselors definitely need it in terms of getting involved with helping kids with career awareness, career expiration, and career placement.

We have an example of this. I didn't put it in the testimony, but in the Oakland County area, Oakland University has collaborated with the Oakland schools in providing what we call a counselor academy. That counselor academy draws 25 to 30 counselors each year, to a professional development program. It's sponsored by the county. It's sponsored by the university, and it's sponsored by the intermediate school district. Part of that program is update counselors and working for development. So, that's the kind of a model that I think would be appropriate that could be done with local and Federal funding.

Chairman KILDEE. I'd like to really stay in contact with you because I really think the role of counseling in schools is extremely important, especially as we begin to tie together the school with the world of work. When I was teaching school, the counselors were so

overwhelmed as I mentioned to you out in the corridor and you immediately agreed with, that very often the most they can do is some scheduling for the students. Even teachers and principals will agree, I'm sure, that that may not be the best use of a person's time.

Dr. SPLETE. I did mention this, and I don't want to take time from the other panelists here, but part of the comments in the materials you received talk about a change in school counseling programs. I eliminated the comments in my remarks, but what we're moving to, and especially in Michigan, is a comprehensive K–12 guidance and counseling program which better defines the role of the counselor in working with curriculum and educational planning and providing the experience for career awareness that we need, and less and less of it is focused on perhaps some of the clerical and what we might call non-guidance duties, and that comprehensive program is becoming a nationwide program. I think our Michigan program is a good example of that.

Chairman KILDEE. Very good. Bruce, you obviously know how to use technology. I probably would not have. It's been 29 years since I've been in the classroom. How can we best help teachers learn how to use technology and what can the Federal role be in helping train them in the use of technology?

Mr. SIMMS. Okay. One of the ways that we can do is, instead of Michigan, I'm sure you're aware of it, where we have Governor Blanchard gave us grants, the teachers wrote grants, to number one, have the technology in our classrooms. A lot of teachers received computers in the classrooms. As a matter of fact, Jamie Fitzpatrick mentioned the last 2 years, we've had zero funding for technology in the State of Michigan, so we're obviously going to have to get it from somewhere, be it the Federal Government or the private sector.

Number one, if we could have some kind of funding directly to the district, and not the immediate school district, I'm talking about directly to the district, so the district could use resource people within the district to train people how to use technology. Number one, you have to have it in order to use it. So, we were fortunate enough, my wife and I, from the State of Michigan, we were two people chosen from Michigan where we received $20,000 worth of equipment and software, funded by National Geographic and IBM in Atlanta.

One of the things that we agreed to when we received this was that we would come back and train teachers to use it. So, one of the ways to look at it, and for instance, we also belong to an organization called Michigan Geographic Alliance, Mike Libby. Also, what we do there is we are consultants who go out in districts and also help with—we happen to be in the technology segment of it, but he also has private industry involved in it, but he also needs grants from the government for staff development. We as consultants then go out and train districts throughout the United States and throughout Michigan.

So, the Federal Government could fund even private organizations with the intent that they would train teachers, and private organizations such as Michigan Geographic Alliance, who is also funded by other organizations. We have a consortium of people to

train teachers. I think we need to look at that sometime, but I'm also concerned that the money goes directly to the district so that the people in the district themselves can use it to train the teachers.

Chairman KILDEE. How did you receive your own training in the use of technology?

Mr. SIMMS. Hundreds of hours of telecommunications for a lot of years, but the training, called the ETLI, the Educational Teacher Leadership Institute, and it's really kind of a shame because we were the last—it went on for 2 years. They took 15 States, two people, the Michigan Geographic Alliance we happen to belong to, but the Alliance picked two people from each State, that was last year for 15 States, this year from 16 States, and sent us too, mainly because we were into technology. When you went there, Geographic paid $300,000 for these 32 people, and also IBM put out $500,000. So, there was $800,000 spent on 32 people in period of 3 weeks. That's including the software and everything that came back. That's incredible that industry did that.

Now, what's happening is that it was dissolved for 1992–1993 because IBM was having a problem, and they cut back also. We don't know if it's going to be picked up. So, that's how I received my funding. My wife and I were chosen from the State of Michigan to go there. I had representatives come back down and then train people, both in Michigan Geographic Alliance, and basically what we do is go out and train teachers throughout the States.

Along with that is that we also not only do teachers, but we do another program called The Parent Geography Project, and it's one of the greatest projects we've ever done, and Michael doesn't have funding for it, even for next year. What's neat is that we go to schools and parents bring their students at night and for an hour, we talk about how to use the newscast with the student and a parent for 10 weeks, and then they receive a large map from National Geographic, huge map, and they talk about these places in the news after 10 weeks, and we send them a beach ball globe and a certificate.

Then we have the parents respond, what did they think of this program after 10 weeks. Actually, it's been incredible. We've reached about 1,200 families just within the last year. So, it's not only teachers, but it's also parents and students. You talk about the relationships and going back to families, it's incredible the amount of togetherness this program even alone is doing. It came, again, from Michigan Geographic Alliance.

Chairman KILDEE. I'd like to have you sometime talk with Susan Wilhelm or get together with me so we can maybe see what Congress can do to encourage this type of training. Maybe with some tax breaks, even for those companies who would like to get involved in that and encourage them to do that with the idea that they can get a tax break on that. Yes, Teddy?

Ms. VANDERFIFER. Even bringing the equipment into the home so that if a teacher has a computer at home and uses the computer for their uses, then they see the carryover using the classroom. Many teachers don't want or can't financially put out the money to purchase a computer so that it's home. So, they either have to work through their district and try to get them home during the summer

or some districts don't allow that to happen. I really think that's important, that if the teachers can use their equipment at their leisure rather than under the stress of the school year in a classroom, the planning period of the day, that will help in their training.

Chairman KILDEE. I was fortunate. I make a fairly good salary. You know what it is, you pay it. So, I was able to get computers for my children when they were very young and got a second generation even. A computer to them is almost like a pencil. I mean, it's a tool for them now, and I still approach the computer with a little trepidation myself, but that generation really, if they have the use of it, they really use it as a tool.

Mr. SIMMS. What's happening now is that these youngsters now have used a modem and telecommunications. We're hearing for Christmas, I want a modem, and the parents say, well thanks a lot, you know. I want a modem for Christmas. What's really incredible with the seniors now is that they're—now, I'm talking 72-year-old, we have a 92-year-old lady also involved in it, thought that we're finding that their youngsters, their children, are buying computers for them at 72 to 90 years old, and it's a lifelong learning.

Chairman KILDEE. That's great. Mr. Grossnickle, you're a principal.

Mr. GROSSNICKLE. Yes.

Chairman KILDEE. What's your role in encouraging creativity and innovation in your faculty? How do you see your role in the school?

Mr. GROSSNICKLE. I happen to believe that the teacher is the expert, by the way, in the classroom, and I use their expertise. Bruce Simms happens to be an expert with technology and science, and I use him. If I hear about something, I feed it to him and let him look at it, and he'll tell me whether it's good or not, and then we'll attempt to do something about it. Therein lies the problem, of course, because in most cases, there's not money available to fund, and so—well, I'll give you an example. When we wired our building about 4 years ago for a distributed network, we also had them run two coax cables for use for cable television and the I-net, which is the inter-district channels. We just got them hooked up recently, however, the staff had to have a candy sale in order to get the money to buy the transformers that you use in order to put them into the classroom. So, as I said, funding is very important.

Bruce was talking about training. He had long ago, he did telecommunications, probably 7, 8 years ago. His training was on-the-job training, and it's frustrating to me to see him perpetuate the use of the National Geographic program. In fact, we have other schools in the district that have now picked it up. I'm frustrated because I do not believe those teachers have the training to truly use that program as it ought to be used. That program is probably the best program that integrates all of the disciplines in education, and unless you have the training, you're not aware of how to use it. So, training is primary.

Chairman KILDEE. You know, you raised a very interesting point, and something I've said before. You mentioned the candy sale, and that's very nice. I believe in the first class defense. I have a son who's a second lieutenant in the Army stationed up in Alaska, and I believe in the first class defense, and I'd like to see the PTA and

the staff involved in candy sales and bake sales. I've never seen the Pentagon have a bake sale to buy a B–2 bomber, right? Schools are out there having bake sales to buy their basic equipment, right?

Mr. GROSSNICKLE. Exactly.

Chairman KILDEE. It's nice we have it, although I've never seen a Kool-Aid stand in front of the Pentagon selling cookies and Kool-Aid. There's something that we should do about our priorities, I think.

Mr. GROSSNICKLE. Excuse me. In order to get this National Geographic program in each one of my classrooms, the PTO in my building had to have a candy sale, and this year, they put $2,200 in. Now, that wasn't the full cost. The full cost was $2,900. We had to come up with the rest in some ways. Yeah, you're right. Unfortunately, we have to do that.

Chairman KILDEE. I hope we can turn that around. I tell this story. A couple of years ago, there was a chairman of the Armed Services Committee in the Congress who whenever an admiral or a general would walk into the committee room, required every member of the committee to rise, remain standing until the general was comfortably seated or admiral, and then take their seat, which is fine, that's all right. I treat everyone with respect, and I have some good friends who are generals and admirals, and my own son is a second lieutenant. One day an admiral walked in, and one Member of Congress, Congressman David Obey of Wisconsin, remained seated. The chairman sent a note over to him or sent an aide over to him telling him to stand up. I will not tell you what Mr. Obey told the chairman to do, but it would have been very difficult. My point is that it would be nice that when a principal, a teacher, an educator walked into a room, people would stand up, right?

Mr. GROSSNICKLE. Yes.

Chairman KILDEE. It would be great, and hopefully, some day we will have that. I really want to thank all of the witnesses and the panel here. It's been very, very helpful to us. We really need to know what's going on out there. You know, there are some real problems in education in this country, and we have to address those problems, and there are some great things going on in the education in this country. We have to know what those are so we can try to help replicate those and at least while great things are going on, get out of your way so you can do it, and then try to assist you when we can? So, we really appreciate very much your testimony this morning.

I want to also thank Rick Simonson for what he's done here today. Rick, you've been just enormously good, not only the resources, but the people you provided for us today so the hearing could really go very smoothly, and it's been just perfect. I cannot think of a place in the country where I've had a hearing where the arrangements were as good, and I really appreciate it very much, Rick, and not only the resources, but the people you had available to us today. Thank you very much.

We will keep the record open for 2 additional weeks for any additional submissions you might want to make or anyone else might want to make, and at that, thank you again, and we'll stand adjourned.

[Whereupon, the hearing was recessed.]

[Additional material submitted for the record follows.]

STATEMENT OF ERNEST A. BAUER, PHD, RESEARCH, EVALUATION & TESTING CONSULTANT, OAKLAND SCHOOLS, WATERFORD, MICHIGAN

Much of the language about the recommended changes in the tests and measures available to help evaluate Chapter 1 programs is based on "the well-known and documented negative effects of norm-referenced testing." Two recent articles demonstrate that these reputed effects are neither well known or documented. The articles are: "Putting the Standardized Test Debate in Perspective" by Blaine Worthen and Vicki Spandel (Education Leadership, Feb., 1991) and "A Psychometric Perspective on Authentic Measurement" by Ron Hambleton and Edward Murphy (Applied Measurement in Education, Vol. 5(1), 1992). The psychometric community does not know enough about how performance assessment works to abolish the use of norm-referenced tests. Standardized norm-referenced tests should be ONE of the MULTIPLE MEASURES used to evaluate these programs.

Performance assessments may prove to be another source for good measures, but eliminating the most widely used tool for assessment of educational progress in the complex environments in which educational systems operates seems like a very hasty reaction to the negative ways in which standardized norm-referenced tests have been USED. Unfortunately, it will be just as easy (if not easier) to misuse performance assessments as it has been to misuse standardized norm-referenced tests. Tremendous amounts of professional development will have to occur before performance assessments can bear the burden of the evaluation of diverse educational programs.

The TIME DEMANDS of performance assessment make it essential that educators be able to match the type of assessment with the nature of the learning that is to be assessed. There are elements in any curriculum that can be most efficiently assessed with selected response items and others that can only be assessed in the context of a major performance assessment. We must be able to use all the tools available to us to help assure learning for all students.

The addition of subparagraph 3 in section 1015(d) "the use of technology to ease or minimize the burden for schools to manage the collection of assessment data ... and to make it available to parents, the public, and the State educational agency" is a timely amendment. Systems that manage a wide variety of data about the progress of students are critical for the success of programs.

The assertion that standardized norm-referenced tests assess only low-level skills is absolutely inane. Open one and look at the items. Many of the items require students to go well beyond the information provided and to apply problem solving strategies. The hope that performance assessment will require students to demonstrate higher levels of thinking is just that, a hope. It is absolutely impossible to look at any test item or performance task and infer the level of thinking required. When teachers know what the task will require, students can be prepared for the assessment in ways that make performance essentially rote memory. Many a doctoral candidate has been given a list of 10 questions from which his/her prelims will be drawn. If responses to these seemingly complex and difficult questions are then practiced (memorized?), does the performance on the task represent higher order thinking?

Another major problem with performance assessments is GENERALIZABILITY. Can we tell by rating students' performances on any specific set of tasks how they would perform on other sets of tasks. The sometimes excessive time demands of performance assessments make it unlikely that the small number of items adequately sample the domain of knowledge in which we are actually interested.

In "Complex, Performance-Based Assessment Expectations and Validation Criteria," Robert Linn and Eva Baker (CSE Technical Report 331) discuss the issues above and several others that must be addressed if we are to hope that assessments can do the job for which they are intended with minimal negative side effects.

Section 1012 of Chapter 1 calls for (C) "the adoption of school delivery standards" and (D) "the establishment ... of a valid, reliable, and fair assessment system that is demonstrably capable of accurately measuring the skills and knowledge required to meet the State goals ..." Section 1018 further defines "delivery standards." The creation and ASSESSMENT of these "delivery standards will be enormously difficult given the diversity of students, teachers, and communities in the United States. The validity of a student assessment system is dependent upon the extent to which the classroom instruction that ACTUALLY OCCURS is consistent with the aims of the assessment, i.e., if appropriate instruction has not occurred, achievement tests of any form, may be invalid for the individual student. The results of the assessment of the delivery system must be taken into account when interpreting the assessment of student achievement. The importance and the degree of interaction of these two amendments cannot be overstated.

The amendments attempt to strengthen the role of the family in the education of children. This is certainly appropriate. Is it possible to strengthen this recognition of the many players in the education of children by assuring that the Delivery Standards also require the utilization of other agencies available in the community to provide the wide variety of services than many disadvantaged children bring to school?

STATEMENT OF J. MICHAEL WASHBURN, SUPERINTENDENT, FOREST HILLS PUBLIC SCHOOLS, GRAND RAPIDS, MICHIGAN

It is my understanding that your hearing records are open until May 14 in order for out-of-State educational concerns to respond to you. First, let me thank you for this opportunity. The Forest Hills Public Schools feel very deeply that profound change is necessary in our educational systems and appreciate this opportunity to go on record to promote a fundamental change for education as recommended by Dr. William Daggett.

We would like to suggest that in addition to regular allocations of the Carl Perkins grant, additional moneys be allotted, perhaps as much as $60,000 per district, to work with Dr. Daggett for creating fundamental change in existing school systems. Regardless of their immediate association with the workforce, all students will eventually need the necessary skills, knowledge, and values inherent in a rapidly changing work structure.

The Forrest Hills Public Schools have already been working very closely with Dr. Daggett and his proposals to fundamentally change curriculum and instructional methodology. We will be attending Dr. Daggett's summer conference in Raleigh, North Carolina, and are committed, as are many other Michigan districts, to the concept of change and improvement. It would make a great deal of sense that if additional moneys are available, a powerful consortium of Michigan districts believing in fundamentally the same concepts, could create a powerful force for change within our State for the betterment of our students.

This district is much appreciative of your efforts on behalf of all of America's young people, particularly those students who need your help in the State of Michigan. I look forward to supporting your initiative for kids and thank you in advance for your efforts.

If I may be of any further help in clarifying what the Forest Hills Public Schools have been doing to change their system, please do not hesitate to contact me at your convenience.

STATEMENT OF JAMES MCCANN, SUPERINTENDENT, LAMPHERE SCHOOLS, MADISON HEIGHTS, MI AND CAROL KLENOW, DIRECTOR, OAKLAND PUBLIC SCHOOLS, WATERFORD, MI

A new technology of schooling and learning must emerge in American education in order for schools to become responsive, renewing institutions. As Congress reviews the legislation and funding for elementary, secondary and vocational education this year, it is presented the opportunity to set direction for America's schools that will result in a new synthesis of teaching, learning and technology in our schools much like the field of medicine has become a union of science, technology, and medical knowledge.

Specifically, Congress needs to assist schools with acquiring and applying computer and fiber optic technologies to establish schools as information-based institutions which serve students, families and local communities. At a time when the prevailing trend is toward a knowledge-based society with distributed information systems, teachers and students need access to information and knowledge via voice, data and video information systems. Congress should take action as follows:

- Invest in research and development for technology-based learning systems, building upon research that has produced gains in learning systems for military training.
- Provide funding for school districts to invest in information systems that improve quality and reduce costs for instruction or administration.
- Make the Internet a viable resource for schools by investing in development of a user-interface, educational applications and training.
- Invest in telephones for America's classrooms to give teachers and students the necessary linkages to the world around them.
- Invest in high-speed, full-time school district connectivity to a national information highway such as the Internet.

- Provide schools with direct assistance for acquiring on-premise hardware and local area networks that will bring voice, data and video resources into classrooms on a routine basis.

Finally, it is important for Congress to recognize a moral issue embedded in the opportunity to place technology in the Nation's schools. The moral issue is that of equal access to information and knowledge. Educational practice allready fosters inequitable access to information and knowledge in many subtle ways. As the technology gap widens among schools, technology will further existing inequities and create new forms of discrimination. A national program to deploy technology for all schools is needed to close the equity gap and assure that knowledge is not further maldistributed among the learners who must participate in shaping our Nation's future.

ADDITIONAL TESTIMONY SUBMITTED BY DR. REBECCA M. RANKIN, DIRECTOR, GENERAL EDUCATION, OAKLAND INTERMEDIATE SCHOOL DISTRICT

In Oakland County, a very important component of our efforts to educate students to be effective, participating citizens is the Michigan Center for Law-Related Education which is located here at Oakland Schools. The Center is currently funded by the Law-Related Education Program under the Office of Elementary and Secondary Education, School Improvement Programs. We understand that the administration has proposed a phase out of funding for this program. I would like to briefly explain why that action would be a disservice to students and teachers, not only in Oakland County but across the Nation, where Centers like ours exist in almost every State.

Law-Related Education, often called LRE, is citizenship PLUS. It's the PLUS that I'd like to talk about today. LRE performs one of the most critical functions in our democracy—teaching young people about the foundations of our government, and their rights and responsibilities as citizens. Through LRE, young people appreciate the relevancy of "How a Bill Becomes a Law" when they simulate the writing of legislation and participate in mock legislative hearings. Through LRE, young people develop a respect for our laws and legal system when they participate in mock trials. And through LRE, student attitudes toward authority evolve from suspicion and distrust to esteem and trust as they work side by side in the classroom with legislators, attorneys, judges, and police officers.

This is the PLUS of LRE. The power of LRE can be seen in Oakland County where teachers from Waterford, Rochester, Holly, Brandon, Oxford and others have attended the one week Advanced LRE Institute at Michigan State University as recipients of scholarships from the Center; they have attended the Annual LRE Conference which keeps teachers abreast of the latest developments in content and teaching methods; students compete in the High School Mock Trial Tournament which gives students hands-on experience with the legal system. The list of programs goes on and on.

At a time when world events demonstrate each day the value of a citizenry knowledgeable in democratic principles and committed to a respect for the law that is the basis for this country's enduring stability, law-related education provides vital opportunities for our Nation's youth. It is our hope that support for these programs will be able to continue through the Law-Related Education Program under the Office of Elementary and Secondary Education School Improvement Programs. This program is an investment in the future of our children.

STATEMENT OF DONALD A. MCCRIMMON, DIRECTOR, OFFICE OF RESEARCH AND ACADEMIC DEVELOPMENT, ROCHESTER, MICHIGAN

Oakland University offers the following as testimony for the reauthorization of the Elementary, Secondary, and Vocational Training Act. Our focus is on critical issues related to the teaching of mathematics in the public schools of this Nation. Mathematics for the future requires a strong foundation of learning in the early years of school.

The national needs for a future workforce skilled in mathematics call for changes in teaching and learning practices at all school grade levels. Although these priorities have been laid out for several years, there persists a significant gap between the future needs and progress in changing existing instructional practices. Unfortunately, the origins of this gap lie in the early years when children are developing attitudes and dispositions toward mathematics learning that will last a lifetime. The National Council of Teachers of Mathematics contends in a 1990 report that "The foundation of the mathematics needed for personal affairs and for careers must be laid by the end of grade four. Consequently, a major effort is needed to improve both

the curriculum and the instructional methods used with children at these early levels."

We believe that the best hope for closing the gap lies in strong instructional programs in the early years of school where a solid foundation of mathematics learning must be provided for all students. According to the National Research Council in its report *Everybody Counts*, "the best time to learn mathematics is when it is first taught; the best time to teach mathematics is to teach it well the first time." On the one hand, the Council emphasized the critical nature of mathematics as problem-solving, yet on the other hand, classroom practices continue in the conventional patterns which focus narrowly on routine algorithms by lecture and recitation teaching methods.

A recent report to the American Association for the Advancement of Science highlighted the "mismatch between expectations and results ..." and that despite the call for change "... classroom practice has not yet made a significant shift from the traditional drill-and-practice approach to one geared to problem solving." The conventional practices suffocate children's interest and self-confidence in mathematics. This is most unfortunate because mathematics is the very field which will significantly affect their high school study programs and their career opportunities and choices.

The burden imposed on industry and universities is exorbitant. "Industry," concludes the National Research Council, "spends as much on mathematics education for employees as is spent on mathematics education in schools, colleges, and universities. In addition, 60 percent of college mathematics enrollments are in courses ordinarily taught in high school. This massive repetition is grossly inefficient, wasting resources that could be used better to improve rather than repeat mathematics education."

We have substantial evidence that the first three years of school is the time to lay strong foundations that will prevent these insurmountable difficulties which presently require remediation doomed to failure. After more than 30 years of research on mathematics education which have included studies in England, Japan, and Switzerland, Professor Jack Easley of the University of Illinois, asserts that there is a need for "... an organized way for teachers in the U.S. to break out of the rigid stereotypes of mathematics and of mathematics teaching, that have a death grip on our children's mathematical abilities."

All students must have an opportunity to reach the goals and expectations so critical for the future. "Mathematics is a key to opportunity and careers" emphasizes the National Research Council when reporting that "Over 75 percent of all jobs require proficiency in simple algebra and geometry, either as a prerequisite to a training program or as part of a licensure examination." We need programs that give all students a strong foundation in the first years of school in the mathematical concepts and strategies needed for citizenship and careers. Early school programs are needed which develop students' positive attitudes towards mathematics and confidence in its applications.

The gap between goals and practices is persistent in the early years of school. When first and fifth grade students in America were compared over a 10 year period to their counterparts in Taiwan and Japan, Professor Harold Stevenson of the University of Michigan concluded that "the achievement gap is real, that it is persistent and that it is unlikely to diminish" unless attitudes education in the United States change. His conclusions are supported by a National Report Card on Mathematics prepared by the Educational Testing Service which asserts that "Barely 25 percent are proficient at their grade level." Above these results, Education Secretary Richard Riley says that students at all grade levels are not reaching the national standards.

The disappointing situation continues to hurt minority students in particular. In February the results of the 1992 National Assessment of Educational Progress concluded that "... Black students lagged far behind ..." In the case of Michigan, for instance, Barbara Mason of the State Board of Education claimed that "it will take disproportionate resources to overcome the disadvantages these students face. We continue to have a poor showing because the State has not put the emphasis on curriculum for students in low-income, disadvantaged school districts." This lack of investment is in sharp contrast to other countries such as France, Japan and England have focussed resources heavily on building sound mathematical understanding in those grades. We have not yet done so in this country."

There is an urgent need for demonstrations in the early school grades of ways to prevent the gap occurring between the essential goals and children's attitudes, dispositions and achievements in mathematics. This need is called for by the National Council of Teachers of Mathematics in its report on *Professional Standards for Teaching Mathematics* which states that "in order to change our perspective about

mathematics teaching and learning, we need direction on how mathematics can be taught and learned to enhance the development of mathematical power." This viewpoint is further emphasized by the National Research Council which emphasizes that "mathematics curricula at all levels must introduce more of the breadth and power of the mathematical sciences."

The needed demonstrations must counter the apathy that exists among students and teachers. The 1988 Nation's Report Card on Mathematics asserts that "evidence concerning the nature of mathematics education suggests that the curriculum continues to be dominated by paper-and-pencil drills on basic computation. ... The continuance of such a pattern offers little hope that the mathematics education of our children will achieve the goals being set by the recent educational excellence movement." These views are supported by the National Research Council when it asserted that "mathematics is the worst curricular villain in driving students to failure in school."

Recently we proposed a Demonstration Project using the Beginning School Mathematics Program to prevent the gap between goals and practices occurring in the first three years of school for all children. The details of that proposal were sent to Mr. Tom Kelley, staff of the House Committee on Education and Labor and the are appended to this present testimony.

A preliminary trial with the Beginning School Mathematics Program has already occurred in a wide variety of school situations in Michigan. The schools involved have ranged from those in extremely disadvantaged areas with predominant numbers of minority students like Highland Park and Pontiac to schools with advantaged such as Bloomfield Hills and Southfield. The Director of Early Education in Highland Park, Ingeborg Taylor-Hill, claims that the program brings "equity to education."

This trial has been reviewed by national experts. After examining the trial, Professor Asa Hilliard of Georgia State University, prominent leader of the education needs of the Black community, concluded that the program was "Power teaching" and provided for the learning needs of all children.

The preliminary trial was supported by a grant from the Kellogg Foundation which appointed an independent Evaluation Panel consisting of K. Eileen Allen, Professor Emeritus, University of Kansas; Dr. Gene E. Hall, Dean, College of Education, University of Northern Colorado; Evelyn Moore, Executive Director, National Black Child Development Institute; and, Carol Brunson Phillips, Executive Director, Council for Early Childhood Professional Recognition. The Panel reported in 1991 that:

> "The BSM project addresses the most current and salient issues on the professional agenda in early childhood education today. Most important, it empowers children to become budding mathematicians—children whose futures would otherwise look bleak."
>
> "In every school, ranging from inner city Detroit to Bloomfield Hills, teachers are enthused about and impressed with what BSM does for their teaching. In this same range of classrooms, the panel consistently observed children who were excited about and actively engaged in the learning of mathematics."
>
> "Child advocates worry about the quality of education offered inside of the old, dilapidated school buildings housed in an area of ethnic-minority groups, low-income, inner-city neighborhoods. But this old, run-down building is brimming over with learning. Enthusiastic, Energetic, Electric. These are the terms to describe the teachers, principals, and students involved. Amazingly, BSM seems to have overcome the traditional barriers to learning and success in this inner-city school."
>
> The outcomes for all children also were apparent to the Panel. "... BSM lays the groundwork for the higher order thinking skills necessary to academic success in one's later years suggests that BSM is in children's best long-term academic interests."
>
> "BSM enhances children's sense of self-esteem as they work at their own pace and experience mastery in transferring this self-esteem and related self-management and independent learning skills to various other subjects. Children learn to work together."

Mr. Kildee, the Beginning School Mathematics Program has the potential for facilitating a paradigm shift in the conditions and progression of young children's learning. The foundations of children's learning of mathematics are established during the early childhood period from school entrance to about eight years of age. During this period children acquire the fundamentals of their own future learnings in terms of their achievements, attitudes, capacities and self-assessments. These fundamental learning accomplishments for young children have been observed to be

achievable through the Beginning School Mathematics Program's progressive transformation of existing learning goals, experiences, conditions and supports.

These profound transformations, in turn, give initial evidence of how improvement can be gained in young children's knowledge and attitudes about learning mathematics and related competencies. Although the seeds for this trial grew in the area of mathematics, they have spread to some other areas of the curriculum and have engendered the conditions of learning strongly recommended by national professional groups, namely, the National Association for the Education of Young Children, the National Association of Early Childhood Specialists in State Departments of Education (1988), and the National Council of Teachers of Mathematics (1990). Therefore, we urge your support and members of your subcommittee for our proposed Demonstration Project.

Thank you for the opportunity to provide this testimony. It was prepared by Donald Miller, Director of Oakland University's Institute for Action Research, Gerald Pine, Dean of Oakland University's School of Education and Human Services, and submitted by me on their behalf.

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April 30, 1993

The Honorable Dale E. Kildee
United States Representative
2262 Rayburn House Office Building
Washington, D.C. 20515

RE: May 1, 1993 ESEA Reauthorization Hearing

Dear Representative Kildee:

Please include the following testimony in the official record:

ISSUE

Michigan has had a strong and effective regional educational service agency (RESA) network of 57 intermediate school districts (ISDs) since 1962. They have provided a variety of direct and support services to teachers and students. In fact, many of the larger ISDs have served in regional technical assistance roles to the Michigan Department of Education.

Because just over half of the states operate under the RESA concept/system, there exists a lack of familiarity among decision-makers in Washington as to just what their function is in education in states where they provide a leadership role. This dilemma then translates to Elementary and Secondary Education Act (ESEA) legislation which is not uniform in its language addressing eligible applicants.

Even within states who have the liaison relationship between local school districts and the state department, only a handful have local taxing authority which creates organizational viability and long-term effectiveness with their constituencies. Michigan is one of the latter group.

Loretta J. Mauwaring, President **Peggy J. Tortorice**, Vice President
William R. Walworth, Secretary **Lawrence P. Ford**, Treasurer **Paul D. Newman**, Trustee
David E. Spotleff, Superintendent **Richard F. Morvec**, Associate Superintendent **Thomas B. Princinsky**, Associate Superintendent

This lack of knowledge or conflicting information relative to RESAs occasionally translates into the maze of drafting legislation and regulation development.

RECOMMENDATION

Reauthorization language should ensure that the broadest range of potential (and qualified) education service deliverers are not precluded from entitlement grants or applying for discretionary demonstration/model funding opportunities. Unless otherwise precluded by statute or specific departmental intent, provisions of ESEA should not by omission or commission bar RESAs from accessing available funds. Independent eligibility status would also relieve regional service agencies from having to seek consortium relationships merely to gain entry into an ESEA competition or activity.

Sincerely,

David E. Spathelf
Superintendent

DES:gjl

Enclosure

A New Look at GISD's Expanded Roles

Thirteen key concepts identify and define GISD's roles. Some of these role statements describe mandated functions. Others are indicative of local district service needs that have developed over the years. GISD's slogan and mission statement were synthesized from these roles.

1. **Leadership and Innovation** – GISD researches, initiates, assists and facilitates the development of equitable services and programs that are educationally sound and supported by constituent districts.
2. **Service Support to Local Districts and Communities** – GISD strengthens and enhances local schools we serve recognizing the preservation of local autonomy and acts as an advocate on their behalf at the state and federal levels.
3. **Human Resource Development** – GISD improves the quality of instruction/learning in the community, constituent districts and within GISD through personal and professional development opportunities.
4. **Program Development/Coordination** – GISD acts as a catalyst to develop or coordinate programs to aid instruction and learning.
5. **Consultation and Cooperation** – GISD consults and cooperates with other agencies both in and out of education for the greater benefit of children, parents, citizens and community.
6. **Technology** – GISD researches, explores and supports the integration of new technology to improve instruction and support education.
7. **Facilitator of Change** – GISD researches, pilots and promotes innovations, programs and instructional strategies within schools.
8. **Direct Operation of Programs** – GISD operates programs and provides direct services, as appropriate, to extend educational opportunities within and beyond the scope of local school district offerings for students, parents and the public.
9. **Monitoring and Evaluation** – GISD gathers information through various means to provide baseline data, monitor and evaluate local and ISD personnel, programs, services, their products and the various factors which influence the educational community.
10. **Resources** – GISD provides human and material resources for constituent schools and communities to assist in resource and fiscal development.
11. **Communication** – GISD keeps educators abreast of new and emerging issues while serving as an operational communication link for schools and between education and the global community.

12. **Mandatory and Administrative Services** – GISD provides leadership to assist local districts in meeting mandates of federal and state laws, the State Board of Education, regulatory agencies and court precedents, and acts as administrative agent for the State Department of Education when appropriate.
13. **Innovative Programming for Special Populations** – GISD researches and facilitates the development of innovative programs for special education and other special needs students.

Revised Roles, Mission and Slogan adopted during **Strategic Planning Session** on 11/25/91.

A Demonstration Project for the
Elementary, Secondary and Vocational Education Act on the
Use of The Beginning School Mathematics Program
in Primary Grades in Metropolitan Schools

This five-year Demonstration Project, to be conducted by the School of Education and Human Services at Oakland University, Rochester, Michigan, would implement and evaluate the use of the Beginning School Mathematics (BSM) instructional program for children in Kindergarten, first and second grades. The project addresses fundamental issues in mathematics education of young children of varying racial, ethnic and socio-economic backgrounds, as well as the relation of mathematics to other areas of the curriculum. The demonstration schools will be picked from districts in Genessee, Oakland and Washtenaw Counties, Michigan. A primary focus will be on schools in Pontiac, Flint and Ypsilanti, metropolitan areas characterized by substantial proportions of students from disadvantaged backgrounds.

The BSM curriculum will be derived from one developed previously in New Zealand, where there has been remarkable success with early literacy training for the past 30 years. Initial feasibility trials have been conducted at seven Michigan school districts, involving more than 120 teachers and 2,700 students. Results of those preliminary studies demonstrated clearly that students quickly acquire a highly favorable attitude toward learning mathematics and show significant early success in problem solving and logical analysis, with the result that significantly more mathematical concepts can be presented to BSM students than is the case for early-grade students in conventional mathematics curricula. Those evaluations also pointed clearly to the need to add additional materials directed specifically to the individual cultural and social backgrounds of North American children. The BSM program has been endorsed by the National Black Child Development Council.

The Demonstration Project offers a special opportunity for a systematic and rigorous examination of a paradigm shift in the teaching of mathematics to children five to eight years of age. The advantage of utilizing BSM in metropolitan educational environments will be demonstrated by measurements of children's attitudes concerning mathematics, their skill in initial learning tasks, and their long term retention of mathematics concepts and information, as measured by the Michigan state-wide assessment (MEAP). It is important to highlight that the MEAP assessment is congruent with recommendations for curriculum reform of the National Council of Teachers of Mathematics.

The design of the Demonstration Project will provide for statistically meaningful comparisons of curricula using BSM with those that do not. Participating schools will be selected on the basis of socioeconomic student status (high vs low) and racial/ethnic background (e.g., African-American, Latino, Caucasian). Schools will also be randomly assigned to use BSM as

their mathematics curriculum, or use conventional methods of instruction. The plan for the Demonstration Project calls for twice as many schools to use BSM as those that do not.

The Budget for the Demonstration Project is:

Component	Year				
	1st	2nd	3rd	4th	5th
A. Instructional Treatment (BSM)	670,000	360,000	360,000	50,000	
B. Cultural materials preparation	160,000	160,000			
C. Evaluation/methodology	150,000	150,000	225,000	225,000	225,000
D. Faculty and staff supervision	85,000	90,000	85,000	80,000	80,000
E. Supplies and Services support	25,000	30,000	25,000	20,000	20,000
Sub-total direct costs	1,091,000	791,000	696,000	376,000	325,000
Indirect costs @ 40%	436,400	316,400	278,400	150,400	130,400
Total annual budget	1,527,400	1,107,400	974,400	526,400	455,400
Total for five years	$4,627,000				

I. Budget Line-items and Justification:

A. Instructional program implementation, materials and teacher training: Involves 30 demonstration schools (for paradigm shift treatment) to be compared with 15 control schools) in which those participating are all kindergarten, first and second grade teachers, along with special resource teachers; provides sets of instructional program materials and teacher training workshops for three years coordinated with in-school follow-up for assistance with classroom implementation that will ensure change in teaching practices; guidance and support for parent education. About 8,700 students would be in the demonstration schools.

B. Cultural materials preparation: Materials must be developed so program implementation fits the cultural and community contexts appropriate

for students, their families and schools.

C. Comparative evaluation and student assessment: The 30 program (BSM) schools will be matched for comparison with 15 other schools. Student assessment will fulfill the standards by the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. Involved will be an external national Evaluation Panel of mathematics and early childhood experts.

D. Coordination and quality control: Coordination is essential for high quality implementation in accordance with the national standards set by the National Council of Teachers of Mathematics and the National Association for the Education of Young Children. School principals and district administrators and community leaders must be fully informed on a continuous basis for the effects of this paradigm shift in instruction to be sufficiently evaluated. Logistic support must be provided for the workshops and the in-school follow-up, and the coordination of the evaluation work with the program operations.

E. Supplies and services: Essential support costs involving communications and operations costs.

II. Comparative budget notes

This project addresses a top priority in education. One method to evaluate the budget is to measure the compare various per-pupil expenses. For example,

A. The cost of instructional program demonstration in 30 schools: The total instructional cost over four years (line item A.) is $1,440,000 for 8,700 BSM students, or $165 per student. Over the five year period of the project, the instructional cost per student per year is $33.

B. The costs of the BSM project compared to Michigan-wide per per pupil expenditures: The Michigan average per pupil expenditure is $3,368, with an average class size of 22 for the State as-a-whole. For a total BSM project budget of $4,627,000, the per pupil total cost is $531. Over the five year period of the project, the total cost averages to $106 per pupil. Thus, the pupil yearly project cost is ($106) is about 3% of the average per pupil expenditures ($3,368) for the State.

C. Project costs comparison with per pupil expenditures in an urban district: Using Pontiac as an example, the avenge per pupil expenditure is $4,100, with an average class size of 29. The per pupil yearly project cost is about 2.6% (106/4110) of per pupil expenditures for this district.

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Students' math skills fail grade

By Tamara Henry
USA TODAY

April 9, 1993
P. 1A.

WASHINGTON — U.S. students are just not making the grade when it comes to math.

The Nation's Report Card, released Thursday, paints a dismal picture of public school students' skills. Barely 25% are proficient at their grade level.

"Students across the board are not meeting the high standards set for them, says Education Secretary Richard Riley.

Fourth-, eighth- and 12th-graders take part in the National Assessment of Educational Progress — nearly 250,000 students at about 10,000 schools.

Math skills are rated:

- Basic, below grade level.
- Proficient, at grade level.
- Advanced.

"The 'proficient' level is the one we are really shooting for," says Mary Blanton, a member of the board for NAEP. It's "the level we would like all American students to reach."

The 18% of fourth-graders who are proficient understand fractions and decimals, and can solve real-world problems.

The one-fifth of eighth-graders and one-half of 12th-graders who are proficient can solve problems involving fractions, decimals and percents, as well as elementary concepts in geometry and algebra.

When broken down by race, the disparities of performance are stark. For example:

- 30% to 44% of Asian students and 19% to 32% of white students are proficient.
- 10% or fewer of Native American, black or Hispanic students are proficient.

Their achievement "continues to be a problem area," says James Gates, National Council of Teachers of Mathematics.

"Our nation must find ways to better serve the needs of these students."

▶ Scores by state, 5D

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THE NATION'S REPORT CARD

Keeping tabs on math students' proficiency

By Tamara Henry
USA TODAY

The number of Minnesota eighth-graders able to do advanced math has increased significantly since 1990, and nine states have made passable gains in students able to do grade-level work, says the Nation's Report Card out Thursday.

Few U.S. students are powerful problem-solvers. The nation's goal is for all students to work at grade level — proficiency — but the study shows only 15% can do that.

Just over half of fourth-, eighth- and 12th-grade students can work basic math problems, such as simple addition and fractions. But fourth-graders lost simple subjects and geometry by 12th-graders. Only 2% of 4% could do advanced math, above grade-level work.

"This report does not reveal a subtle magic bullet that we can rely on for education, but one does everything is OK," says Education Secretary Richard Riley. "But perhaps the best magic comes from hard work, challenging curriculum and improved instruction geared to world class standards."

Students' work is classified as:

▶ Basic — partial mastery of grade-level work.

▶ Proficient — solid academic performance and grade-level work.

▶ Advanced — above average work. An advanced high school student could do college-level work.

At a mere 9% of students at the advanced level, Minnesota ranked 1st of the 37 states whose eighth-graders are compared in the 1992 math assessment of the National Assessment of Educational Progress. In 1990, 4% were advanced.

Minnesota had an 8% increase in eighth-grade students doing grade-level work; 29% were proficient in 1990 compared with 37% in 1992.

Besides Minnesota, the states showing significant gains in proficiency: Colorado, Connecticut, Iowa, New Hampshire, New York, North Carolina, Oklahoma and Texas.

The 362 assessment of mathematics performance included almost 256,000 fourth-, eighth- and 12th-grade students attending about 10,000 schools across the nation. For the state breakdowns, fourth- and eighth-graders in 44 states and in the 1992 data. Only eighth-graders in 37 states participated in 1990. Twelfth-graders were not broken down by state.

Key findings of the report:

▶ The study making the most gains in mathematics achievement are Arizona, Colorado, Connecticut, the District of Columbia, Hawaii, Idaho, Iowa, Kentucky, Minnesota, New Hampshire, New Mexico, North Carolina, Oklahoma, Rhode Island, Texas and Wyoming.

▶ North Carolina made the most gains in eighth-grade students doing basic math, from 44% to 53%.

▶ North Dakota had the most eighth-graders performing at least basic math, 82%. Guam and Virgin Islands had the fewest students able to do basic math, at 39% and 12%, respectively.

▶ National report, 7A

How the scores stack up, by state

This chart looks at how well U.S. fourth- and eighth-grade students did in math by state, and the state's rank. Fourth- and eighth-graders in 44 states participated in the 1992 assessment, but only eighth-graders in 37 states participated in 1990. The proficient achievement level is the goal, because it means students can do solid grade-level work. For example, a fourth-grader can use whole numbers to estimate, and understands fractions and decimals; an eighth-grader also understands elementary concepts of geometry, measure and algebra.

Public schools	% of 8th-graders proficient or better				% of 4th-graders proficient or better	
	1992	Rank	1990	Rank	1992	Rank
Nation	23		19		16	
Alabama	14	39	12	30	10	37
Arizona	18	27	15	23	13	27
Arkansas	14	37	12	30	10	37
California	16	32	13	27	11	33
Colorado	26	11	19	11	16	16
Connecticut	24	16	19	11	17	14
Delaware	18	28	16	19	13	30
Dist. of Columbia	9	44	6	36	5	42
Florida	18	27	14	25	12	31
Georgia	18	28	16	19	13	28
Hawaii	17	31	14	25	12	31
Idaho	19	24	15	23	14	24
Illinois	24	16	19	11	16	16
Indiana	23	20	19	11	15	20
Iowa	23	20	19	11	15	20
Kentucky	21	23	17	20	14	24
Louisiana	13	40	9	34	7	41
Maine	23	20	19	11	15	20
Maryland	24	16	20	10	16	16
Massachusetts	28	6	24	6	18	9
Michigan	23	20	19	11	15	20
Minnesota	37	1	29	4	24	3

Public schools	% of 8th-graders proficient or better				% of 4th-graders proficient or better	
	1992	Rank	1990	Rank	1992	Rank
Mississippi	6	41	n/a	—	7	41
Missouri	24	16	n/a	—	16	13
Nebraska	32	4	30	—	23	5
New Hampshire	30	7	26	—	20	4
New Jersey	26	9	23	—	18	9
New Mexico	14	36	13	28	11	36
New York	24	16	19	11	17	14
North Carolina	15	34	11	33	10	37
North Dakota	36	2	34	—	23	5
Ohio	23	20	19	11	15	20
Oklahoma	21	23	17	20	14	24
Pennsylvania	25	14	21	—	17	14
Rhode Island	20	26	18	—	14	24
South Carolina	16	32	n/a	—	12	30
Tennessee	17	31	n/a	—	13	27
Texas	21	23	18	—	15	20
Utah	23	20	n/a	—	15	20
Virginia	27	8	24	—	19	8
West Virginia	20	26	17	—	13	30
Wisconsin	29	5	26	—	22	6
Wyoming	24	16	21	—	19	8
Guam	5	43	5	—	5	43
Virgin Islands	12	41	n/a	—	n/a	—

n/a — Indicates data not available or 1990 Trial State Assessment.
Source: National Assessment of Educational Progress

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Educators cite poor resources for math scores

Black students trail whites on test

By Joan Richardson
Free Press Education Writer

Black students in Michigan trailed far behind their white counterparts in the latest national math assessment, an education group that says, of social burdens and the lack of resources in schools.

Overall, Michigan students score about average in paper and pencil computation. But they have a long way to go on problem solving and the kinds of mathematics that will be required of them in the 21st Century.

The results of the 1992 National Assessment of Educational Progress are consistent with results from the state's own math test, released in February.

On the national test, black students lagged far behind whites whether they were taking general mathematics, pre-algebra or algebra. Michigan's black students also fell behind the performance of blacks nationally.

State Board of Education member Barbara Roberts Mason repeated concerns she had voiced after the results of the state test were released: Michigan's black and urban students are not going to improve until more money is spent to upgrade their schools.

"It will take disproportionate resources to overcome the deficits in these students here. We continue to have a poor showing because the state has not put the emphasis on curriculum for students in low income, disadvantaged school districts," she said.

Most Michigan school districts still don't deliver the math instruction that is necessary to do well on the statewide math exam or on the national test, said Chuck Allen, math consultant for the state Department of Education.

Allen said school districts need to retrain teachers and update books and materials.

"It's like the challenges the automakers had in Detroit. Could they change overnight? Do they do it in the meantime? Yes," he said.

He predicts math scores will improve in Michigan through the 1990s, but that most math educators do not expect major changes until 2000.

Among the findings in Michigan:

- Eighth graders who started school toward signals with higher than students who started three days or more during the school year.
- Eighth graders who reported watching less than one hour of television a day performed better than their counterparts who said they watched three or more hours a day. But among fourth graders, students who watched more television scored high-

- Students whose homes have a greater variety of reading material scored scores that were about 30

See TEST, Page 2B

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Math test finds blacks trailing in Michigan, U.S.

TEST, from Page 1B

private higher, on average, than students whose homes had little variety of reading material

■ Computers use did not improve math scores for either fourth or eighth graders. Among black students, scores were significantly higher among students who reported never or hardly ever using computers.

■ Doing more homework did not significantly improve blacks' performance. However, white students who did more homework scored higher.

Allen said Marsee point to a variety of factors they believe affect the poor performance of black students.

Even though 11 percent of the black students in Michigan are taking algebra, Marsee questioned whether they were really getting the same kind of algebra as white students in the suburbs, in a watered-down version because many blacks' math track pursued it and stayed.

"Is it really algebra by content or just algebra by name?" he asked.

"They are placed in areas where they haven't been taught. If you haven't been taught algebra, you are going to miss all the questions on the algebra tests," Marsee said.

Likewise, Allen said more homework and computers are will not improve performance if students don't get the right kind of homework or the right kind of computer time. Doing rote computations doesn't help a student who needs to understand how to solve a complex problem, he said.

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